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ABSTRACT

The contents of this publication include the background papers used at the Institute on Discovery Management for Supervisors of Library Branches Serving the Underprivileged and Emerging Community held July 26-August 13, 1971 at the Graduate School of Library and Information Science, University of Pittsburgh. It is the purpose of this publication to assert that a "bold new approach" to the evaluation of library service is needed in order to exert leadership in the patterns of citizens involvement and local control. The core of the problem includes these imperatives: to integrate library service with the community; to focus attention upon the imperatives of a right to read and new careers; to make the full range of information and communicative help which the community has to offer readily available to persons in need; to increase the likelihood that concerns can be identified and help provided early enough to do some good; to strengthen the service program of the community library for the prevention of information dislocation. The citizens themselves should ultimately be involved in determining the kind of information programs they get. Without a situation-producing theory of communications, it is unlikely that librarians will ever produce the strategies for community leadership. (Author)

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COMMUNICATIONS MANAGEMENT OF HUMAN RESOURCES FOR LIBRARIANS

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1971
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(Discourse Units in Human Communication for Librarians)

These papers provide background reading to and supplement the inservice training manual Leadership Development for Librarians.

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INTRODUCTION

The contents of this publication include the background papers used at the Institute on Discovery Management for Supervisions of Library Branches Serving the Underprivileged and Emerging Community. The Institute on Discovery Management was held July 26 - August 13, 1971 at the Graduate School of Library and Information Science, University of Pittsburgh. This Institute was founded under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329, as amended.

A unique feature of the Institute on Discovery Management was the requirement that each participating branch library supervisor hold a mini-institute for community leadership teams composed of branch librarians and neighborhood citizen liaison leaders. The manual on leadership development, used to plan the mini-institute is available from the Bookstore, University of Pittsburgh under the title Leadership Development for Librarians and stands as a companion volume to this publication.

It is not the purpose in this publication to follow the guidelines of the voluminous literature of library management. Administration as is presently considered and practiced in library science is more nearly a chain of command than it is a lattice of communication. People and resources are considered more as tactics in, for example, a minimax/maximax strategy or as pawns in a PERT diagram than as humanistic elements in situations which can be developed for discovery communication. If communication is employed at all it is delivered as part of the command structure rather than as the structuring of a developmental experience for the liberal education of participants in discovery situations.

It is the purpose of this publication to assert that a "bold new approach" to the evaluation of library service is needed in order to exert leadership in the patterns of citizens involvement and local control. This approach is beginning to emerge from a conceptually interlocking system of communications theory and services. The core of the problem includes these imperatives: to integrate library service with the community; to focus attention upon the imperatives of a right to read and new careers; to make the full range of information and communicative help which the community has to offer readily available to persons in need; to increase the likelihood that concerns can be identified and help provided early enough to do some good; to strengthen the service program of the community library for the prevention of information dislocation. After all, the citizens themselves should ultimately be involved in determining the kind of information programs they get. Without a situation-producing theory of communications, it is unlikely that librarians will ever produce the strategies for community leadership.

A perusal of library literature reveals that many hours have been spent in an attempt to define the underprivileged and emerging community. The attempts made reveal little by way of a consensus. Because of a lack of a sense direction, it is **hypothesized** that the concept of underpriviliged exists if at all in the minds of people in some segments of the population who have become active enough to do something to alleviate the condition. In those instances where awareness of being underprivileged does not exist, the librarian may if he is a communications leader work to create discontent with the status quo among segments of the population who have not yet become activist oriented.

As Ashby has pointed out, it is the unstable system which requires the most attention and has the greatest potential force for effecting change. In the language of cybernetics, the role of the middle manager in emerging neighborhoods is to work with unstable subsystems and facilitate such transformations as will make it possible for the individual or group to participate in the communications infrastructure at any one point and move to any other point. The middle manager is daily involved in contexts where the role of the change agent is demanded. The tragedy is that by professional training and experience he is adept not at the dynamics of planned change through communicative leadership, but in the authoritative manipulation of an institutional command structure. Negotiation and discovery rather than manipulative strategy should be the essential characteristics of the social game.

The imperative is readably apparent where middle managers are responsible for branches that serve the emerging neighborhoods. Contrary to the middle class areas, predetermined orderly routines are anathems. Patrons demand that order can only be discovered in the process of change. The umbilical cord between the "library function" and central's command structure must be cut in order to free the middle manager to negotiate with unstable subsystems. There is a desperate fear in the library profession that to do so will inevitably lead to administrative anarchy. Such a generalized reaction is but evident of the widespread lack of a relevent theory of communication. However, such a situation-producing theory exists and yields methods which can be employed by middle management for the dynamics of planned change. Middle managers who supervise branch librarians in emerging neighborhoods, however, need training in how to negotiate with the run-away ("revolutionary") elements within unstable subsystems for a more productive community life for the greater number.

It is for reasons such as these that a library communications research and instructional program exist at the GSLIS University of Pittsburgh. Through its publications and training programs, librarians are learning to apply methods and formulating communicative strategies in order to achieve a position of leadership in the social structure. Leadership entails the involvement of an ever widening range of citizens in the orderly and relevant decision-making processes. New methods and concepts of group counseling, leaderwhip training and community development analyses have been tested.

Out of this endeavor in communications research and teaching has grown a pattern of theory and experimental control uniquely designed to provide librarians and supervisors with the knowledges, attitudes, and skills needed for developing training programs for their community-worker staff members. Basic to the educational design is a simulated learning environment which has both off-line and on-line instructional components in order to help participants understand the relation of single-purpose "advocacy" programs to the support and funding of total library service in the community. The simulated environment is that of two actual countries (Westmoreland and Allegheny) and includes basic data from the U.S. Census which is continuously updated for each of the townships. Land use, industrial, business, public, private, educational and informational data is also available in an on-line data matrix.

The library-community dynamics game exists in a set of protocols and simulations, or case studies for individual and group involvement, for the various actual components of community enterprise for which relationships are posited by a professional situation-producing theory of communications. For example, simulations for the area of agency include those for county council, state and federal library and other funding agencies. In the area of the patron or recipient of the activity, protocols and simulations are available for neighborhood citizens' groups, activist groups, and library liaison (satellite) committees, as well as trustee involvement, interaction and education for community change through the library agency.

The national effort to improve the quality of life for every individual-- to alleviate poverty, to improve educational opportunities, to combat lack of information access--have already begun to tax the resources of professional manpower to the limit. In spite of expanded training efforts, branch library communication programs face growing shortages of trained personnel who are expert in community development.

Most critical of all is the lack of ability to relate information surprise to the ongoing dynamics of encounter situations. Library supervisors need training not only in community development but particularly in how to improve the performance of branch library personnel.

The major thrust of much Federal and State programs is on the urban city and its hard-core neighborhood problems. Branch library service in most of the urban library systems of America is a "no-man's land" where many second-rate professional staff serve without full professional training and have little if any experience with neighborhood problems. This is tragic in an era when the problems of the urban core city damand the most effective dissemination of information and the development of community-related services of superior performance.

When library administration particularly for the middle-management supervisor is examined with the aid of communications models, their set of principles and methods, one of the weakest areas of professional preparation, and professional in-service training and development is that of community development education. Each year, many professionally trained recruits go into the field of branch library service with only the most rudimentary notion of, and training for community, group, and power-structure analyses especially in the underprivileged community. This is compounded by the fact that library education for administration, historically, has given little formal attention to any training for the community role of the librarian nor to developing the ability to use the methods of community development education for the broad informational and educational purposes of actual and potential patrons in the emerging and underprivileged community.

In much branch library-community relations, there is a tendency to "rush into ill-conceived publicity programs" rather than give the neighborhood and its groups enough time to become aware of, and informed about deep community concerns and to discuss their purposes and interests in relation to program development. Librarians and especially branch library supervisors need training in community, group and power-structure characteristics and dynamics in order to overcome insecurity, lack of ability and the constant inclination to sell the patron publicity programs based on professional standards rather than to understand people's needs and interests as the basis for any community development enterprise contrived for the educational and informational enterprise. Librarians need also to become aware of the resources other than books, such as media and wide community referral, which may meet the underprivileged need to better advantage than printed materials as well as the inservice training programs of branch library supervisors.

Since the meaning of community development communication is not self-evident, the responsible administrative librarian needs training for the purpose of retraining his branch library personnel to help them promote assess to the total community information and communicative endeavor. Varied patterns will need to be tried and plans revised in the light of evaluated experience. A single administrative blueprint is inadequate and out of data as soon as drafted. Communicative methods, not plans for control must be incorporated into the administrative processes so that library service can "create" the situations in which communication can occur. The library profession is too often regarded as the guardian of information sources, than as a source for community agents who can help develop human resources by making knowledge kinetic in the lives of people.

Librarians are in need of communication methods which will reach those who are hardly touched by current branch library service. The forces of professional orthodoxy and the apparent lack of public initiative must be conteracted in order to involve the poor and uneducated in the processes of determining information policy in the community. If the patron is poor, undereducated and nonvocal he is usually given brief and mechanical access to books that will pass his time e.g. traditional outreach programs. On the other hand, if his socio-economic and educational position is more favorable, he is more likely to receive long-term literature searches and subject analyses relevant to his personal interest.

Inventiveness and research are needed. Even when special efforts are made to bring information services to the poor, it appears they do not understand its potential let alone benefit from it. They do not conceive of their present difficulties in information terms or realize that counseling negotiations, and retrieval involvement can help them. Present indications suggest that methods which hold most promise are those which emphasize communication rather than library standards, deal directly with the problems of living rather than with subject analysis, and meet emergencies when and where they arise in the neighborhood without traveling to the library. Much more attention should also be given to the development of new career roles for selected "indigenous" persons who in numerous ways could help to bridge the gulf between the world of the professional librarian and that of the poor and uneducated where help is desperately needed.

Innovations are clearly required if indeed as librarians believe information and communication are to be made relevant to the daily needs of the underprivileged. One possibility with which there has been considerable experience, at least in the American Heritage Project, is group information service. However, even though the librarian multiplies his talents by a factor of six of eight or more, little continuing attention has been given it by the profession as a major communication or for that matter supervisory method. Another method includes career and "crisis" consultation where a few moments can be spent in active reflection when a person reaches the end of his own resources and the normal sources of information support run out. A particularly imaginative instance of crisis consultation in **which** librarians have participated in the information hotline which serves a variety of patrons: teenagers, addicts, alcoholics.

Another promising innovation is the use under professional direction of people without professional training to provide needed interpersonal contact and communication. Some experimentation is underway as is indicated by Floating Librarians in the Community, a report of the USOE funded Title II-B institute held at the University of Pittsburgh, summer, 1970. Still other innovations, more radical in departure from the traditional individual approach, will be required if the major institutional setting of youth and adult life--school and job--are to be modified in ways that promote the constructive handling of life stresses on the part of large numbers of people.

Effective branch library service particularly for underprivileged and emerging neighborhoods requires that no problem groups be excluded from attention just because they do not now use the libraries or their problems do not fit neatly into prevalent categories of professional interests, or because they are hard to reach. Naturally, the branch library system cannot be expected to achieve magical solutions. But it it takes the approach of involving more citizens in policy determination, it has taken an opportunity to contribute toward a rational attack on these problems. The skills that are required may be more those of the manager librarian worried about his span of control and professional standards.

Community branch library information centers can find ways of using responsible, paid volunteers for limited or extended periods of service. There is a great reservoir of human talent among American citizens who want to contribute their time and efforts to significant enterprises. The Peace Corps, the Vista program, Project Head-Start have demonstrated to a previously skeptical public that high-level, dependable service can be rendered by this new-style volunteer. The contributions of the poor, the undereducated and the underprivileged is an untapped but significant resource for the growth of information service particularly in the emerging neighborhoods.

The comprehensive community information access program and the branch system in particular should devote an explicit portion of its attention and resources to staff development. Both program evaluation and experimentation are rarities. Staff members commonly consider themselves overburdened by routine service obligations. The programs of branch libraries as well as staff performance are seldom evaluated systematically and tend to continue in operation simply because they exist and no one has data to demonstrate whether they are useful or not. Continued evaluation and experimentation would serve immediate interests in attracting and retaining top quality staff, as well as in maintaining an atmosphere in which creativeness can thrive.

The need for an understanding of innovation has been stressed. The other side of the coin is the need for adaptability to the lessons of experience and to changing requirements of the community. Flexibility and adaptiveness as a characteristic of library service, i.e. changed patrons, does not "just happen"; it must be planned for. The natural course of events is for library systems to maintain themselves with as little change as possible; and once radical departure is countenanced, the librarians have no experience in appropriate methods. Citizen participation in policy making can provide for the periodic self-review of policies and operations, with participation by citizens and staff at all levels, and by outside consultants if necessary. Self-review by the staff feeds into general review by community leaders, in which each group satisfies itself concerning the adequacy with which the policies that it has set have been carried out.

There exists in most branch library services today situations where neither the supervisor nor any of the professional staff have received formal training in community development education. While general courses in administration, mass media communication and the social foundations of library science have been taught in library school curriculums for many years, the actual interpersonal, group and community methods of analysis and development have been largely obtained by professional personnel through an intuitive understanding of their role on the job. Consequently, librarians do not generally serve the community as catalysts in order to promote the identification of group interests and problems, the use of demontrations and other educational strategies for citizen involvement, nor muster liaison with a wide range of community resources and understand that funding for library service is a commitment of the total community.

It is for reasons such as these that this publication has been made available to the library profession. In using this publication, librarians should avoid their usual tendency to expect meaning to leap from the page upon a single linear reading of the text. Understanding of the content of this publication will become kinetic when used with its accompanying manual, Leadership Development for Librarians, in actual inservice training programs.

CONTEXT OF ADMINISTRATIVE ACTIVITY

Community organization is both a context and a process involving human relations and having wide applications in many fields. Through community organization human relationships are initiated, altered or terminated to meet changing conditions. Basic human relationships are facilitated by the role of agency to agency, agency to community and community to agency. Community organization is a basic democratic process which can be effectively practiced, in many circumstances, by laymen without the help of professionals:

> "Democracy is spiritual in nature. It is a basic process, and human feelings. It is freedom to live, to choose, and and be responsible. It is a process by which free people in a free society are in communication with one another, and together mold and control their own destiny at the neighborhood or community level." (Richard W. Poston, Democracy is You. Harper, 1953, p.6).

Community organization is the matrix of purpose and method for any social agency, whether at the local, state or national level. It is practiced by every social agency in its struggle for survival and development. Community organization should be a joint process but it is one in which professionals all too often have the last word. Community organization is a vertical liaison between a local agency and its state and national affiliates as well as being a horizontal liaison network in the local community.

Community organization is a process widely used in the network of relationships that exist in any social structure and especially the community. No person, nor agency lives for itself alone but always as a member of a group and a community. Community organization is a major method through which the library relates to the world around it and keeps its services geared to community need:

> "Our libraries are buldging with recorded knowledge, and we have had to invent the microfilm because we no longer have even space enough to store our records of research. Yet with all our accumulated intelligence and specialized knowledge, human beings grow more frustrated, problems of society multiply, and the mess in the world grows worse" (Richard W. Poston. Democracy is You. Harper, 1953, p.4).

Library service rests upon a foundation built out of such disciplines as psychology, psychiatry, sociology and other related social sciences. The librarian constantly has need to understand the individual, the group, and especially the collective behavior out of which social institutions develop. All librarians, regardless of administrative affiliation, are required to accept the objective reality of forces outside librarianship, to work with these forces in cooperative endeavors, and to exert leadership in making the community a common foundation of creative and critical thinking whether by the individual or group. At the least, librarians are required by the objectives of their profession to help the community define its information needs and work to establish satisfactory information-transfer situations.

Community organization is integrally related to the common content of problems, philosophy, knowledge, objective and method which characterizes library science as a whole. Whenever in their daily lives people feel the need and impulse to apply informed and deliberative direction to otherwise intuitive social developments they make use of library science principles. Recorded knowledge must have been collected and organized before one can expect a librarian to make information kinetic and relate it meaningfully to the interests and concerns at hand.

The interests and concerns for which the librarian makes knowledge kinetic emerge out of the problems of social structure, individual personality and their interrelationships. Such problems, of necessity, are identifiable, definable and ultimately solvable only in terms of particular forces and circumstances either in the social environment or in people themselves. The central objective of library science is to facilitate social adjustment through the development and constructive use of situations where the meaning of knowledge and information can become kinetic in the lives of people.

This objective does not seek to change arbitrarily either the environment or the people involved. On the contrary, a method is introduced and a process sustained whereby information is made meaningful to the problems of social relationships and adjustments. Those involved in problems are assisted in finding solutions satisfying to themselves and acceptable to the society of which they are a part. Professional objectives are implemented when librarians help individuals find satisfying and fruitful relations among the social realities within which they are involved. In addition, implementation is facilitated when larger environmental arrangements and relationships are adapted or modified for the satisfactory social adjustment of all people in the community.

Library service operates upon a faith in human beings, in the individualistic ways they employ to educate themselves continuously and in their inherent right to choose and achieve their own right to choose and achieve their own destiny through social relations of their own making within a stable and progressive society. Library communication has a deep appreciation of individual differences and works for social progress through the integration of social differences within the commonwealth. All library service as well as the agency itself are tested by their impact upon individual lives, and by the community when promoting meaningful utilization of information for the individual and common good.

Library service is a communicative, not a controlling function. It is cooperative, not manipulative. A communication service is offered to those who need and want to make use of it in order to facilitate adjustment, to foster constructive relationships or to attain specific individual ends. Librarians maintain a sensitive awareness of what happens to people who decide to make information kinetic and meaningful to their lives. Even though the outcome rests with the information user, the librarian's skill is consistently addressed to freeing and enlisting an honest and responsive involvement of persons in the communication process.

The librarian seeks to facilitate the individual's contribution to the communicative experience by clarifying alternatives and their consequences, by analyzing factors that enter into choice and in the evaluation and relation of the information elements to the individual objectives, available resources and to the applications sought. The core of the process for the librarian is a disciplined use of himself in direct relations with people, and in the strategic, immediate and economical exploitation of information sources wherever these need be located.

The librarian, in addition, is a representative of a social agency which determines by its choice of purpose and policy, the limits within which the professional person can operate. The library agency introduces into the development of the individual as well as group purposes and interrelationships a stake in the outcome which the larger community has as well as the basic social structure within which lesser relationships must find a role.

The library agency represents the stable social enterprise within which individuals and groups find adjustment. It sustains and protects the librarians in the helping, self-controlled use of himself as a communicator, and exacts from him disciplined restraint in the use of his own will and power. The library agency preserves the basic democratic quality of non-controlling, non-propagandistic communication as well as sustains the essential framework of a stable and progressive society.

Community organization helps librarians accomplish their professional objectives, especially in their deliberately directed efforts to assist groups in attaining unity of purpose and action for general or specific objectives. Community organization facilitates social adjustment through the attainment of tangible and specific ends. Community organization is a long-term method, not a goal, which the library as a coordinating structure shares with all other agencies and organizations. The community is also composed of many powerful and often discontented forces that take a much longer time to become integrated than do individuals and face-to-face groups. Any community should be the master of its own destiny. Mistakes may be made, but the community is also a reservoir of insights and strengths which struggle to find outlets in the formulation and achievement of its democratic purposes.

The Group Enterprise:

Attitudes may be reversible but some continuing catalytic influences must be used to change them. The interactive group is a powerful tool for such catalytic activity. The group replicates in microstructure the dynamics of the real system and permits the working out of essential elements. The group can focus on an examination of its own processes, enabling participants to analyze and learn from what happens. It provides an instrument to detect interpersonal problems which are projected and illustrated in the group. The group process accelerates the search for solutions stilulated by individual and shared personal identification with the problems.

The purposes of group activity are to develop significant and positive relationships among participants that will bear the stress of problem analysis, and mobilize such participant attitudes as will produce effective collaboration and problem solving. Lay volunteers should be recruited on the basis of their readiness to participate not only in actual neighborhood library problem-solving but also in laboratory approaches and encounter simulations. Participants are frequently bright, articulate and emotionally mature. As a result their intellectual skills and interpersonal styles can affect the pace and quality of community development. Obviously considerable community involvement is an essential prerequisite but none of the participants should be obligated towards any particular position on the issues alive in the neighborhood. Each participant should be able to "try on" a variety of positions which may be at variance to social pressures in the neighborhood as well as to the preconceived vested interests of the library.

No group participant (whether librarian or neighborhood liaison person) should be expected beforehand to play any kind of coordinating or leadership role other than that which develops out of group activity. This encourages individual response and informal leadership to emerge which is appropriate to the setting. Disruptive behavior if it emerges either by withdrawal or overt dominance will have to be resolved either in the group experience or in the encounter simulations . To consider branch librarians as observers would be detrimental to the fluid participation and deep personal involvement of the group training. If branch librarians are not initially involved, the other participants may develop an inhibiting dichotomy between process and content which would be detrimental to the overall objectives of the project. Actually, the role of the librarians should become less and less differentiated from the neighborhood liaison person as the project continues.

It would of course be important if neighborhood liaison persons had the long range objective of working for certification as a library technical assistant and eventually professional training. However a more immediate and tangible objective should be held up to the participants including both branch librarian and neighborhood liaison person. This objective could be a project such as a library-community study as a communicative method or a continuing study and analysis of the complementary roles of branch librarian and neighborhood leader.

The tangible task need not be a single proposal. It may initially be the product of group interaction. But divergences will develop as each participant gains in his ability to analyze problems and undertake experimentation. Substantive knowledge will tend to increase as a result of group participation in the problem-solving process. Variations will occur and result in differing models for the intersection and communicative enterprise of each neighborhood.

In any event, the role of the supervisor in the overall process cannot be minimized. He must possess the cognitive flexibility and creativity to raise for consideration a wide range of innovative applications that are consistent with community development and the long range objectives of his library system. Of even greater significance is his ability to relate these objectives to the wide range of behavioral outcomes expected by citizens in a pluralistic society.

It is seldom desirable let alone obvious to librarians to have to consider that the products of communication are changes in human behavior. Nevertheless, communication should exist to develop changes in the reallife situations. Few people are interested in knowledge for its own sake. Certainly citizens in the emerging neighborhoods of the underprivileged community are impatient with any information that is not immediately useful. Group sessions that are not based on the actual living conditions of poor people are irrelevant and exhibit the doctrinaire approach of white racism.

Consequently, the major criterion of group programs is proficiency in achieving results. The librarian must ensure that the information provided and the skills developed are immediately relevant to action involvement. Since however, real-life skills are often too complex and too interrelated with the activities of others, the librarian is faced with the necessity of creating conditions within which many communicative activities can occur. Each interpersonal interface, each group encounter is but one element in, or sample from the continuing enterprise of community development.

Behavioral Outcomes of the Administrator:

The role of the evaluator in communication is important. The ability to measure is the ability to prescribe the situations within which communicative activity can occur as well as to specify the characteristics which are most likely to succeed in real life. The librarian who can specify human behavioral outcomes will determine the nature of communication and ultimately modify the community in which his patrons participate. The importance of this function of determining behavioral goals is taken seriously by every few librarians. But unless it is done it is difficult to reach and impossible to hold the interest of people in the neighborhoods. Actually, many supervisors have the understanding and ability to exert leadership both in the branch library system and in the neighborhoods. Supervisors may need assistance only to the extent of establishing priorities and of mustering their resources around patterns of communicative activity. The following summary of knowledges, insights and skills is provided as a review checklist:

Understanding and Utilizing Sociodrama for Communication enables the librarian to make explicit the relationship between materials, resources and methods, and the significant symbols (hero myths and villian myths) of the community as well as the elements (scene, act, actor, agency, purpose) of the situation within which communication can occur. Methods such as the following are employed by society to keep the social purposes under review through criticism:

Play and recreation provide the primary experience of social contact.

Games inculcate the power of rules as a basis for social order.

Parties and social gatherings develop etiquette or manners as a way of relating on a social basis.

Festivals increase social integration through fellowship.

Ceremonies uphold the social roles necessary to preserve the social order.

Drama provides a symbolic base for the social order.

Rites provide a fundamental grounding of social drama on the laws of the universe.

Understanding Persons and How to Deal with Them helps the librarian appreciate the value of the individual in the group as a total person including needs, basic motives, distinctive abilities, interests, aptitudes and his behavior as a basis for facilitating his own growth:

Basic urges and needs that motivate behavior include the desire for social recognition, achievement and success, security, group belonging, and new experiences.

Extent to which members of the group are able to find satisfaction for these basic urges and needs.

Difference between the symptoms and underlying causes of behavior patterns observed in group members or participants.

Individual differences as applied to personality, abilities and interests as well as utilizing this concept in the understanding of each group member as an individual.

Use of simple observational techniques, such as behavior rating scales or anecdotal records for the observation of individual behavior.

Psychology of the particular age group involved such as poor children, adolescents, young people, adults.

Use, when necessary, vocational guidance resources but allow members to grow in their own way, at their own pace.

Principles of interviewing in dealing with simple behavior difficulties of members of the group.

Objectivity toward various forms of conduct manifested by members of the group.

Guiding the Social Development of the Group Members enables the librarian to work with the group so that the social development of group members is most effectively facilitated:

Stimulate members to accept and carry responsibility, face problems together and work co-operatively toward their solution with initiative and creativity.

Develop in members an understanding and appreciation (preferably through contact with) of person or groups of different racial, economic, national, or religious backgrounds;

Stimulate interest in social problems and guide the expression of interest and ideals towards appropriate social action in the home and community.

Understanding and Utilizing Basic Concepts of Learning helps the librarian utilize the elementary principles of learning that apply to the leadership of groups:

The laws of learning: law of practice; law of effect; law of readiness.

Multiple learnings: primary, associate, and concomitant learnings implicit in every situation or activity.

The steps in a learning experience: Proposing, planning, executing and judging.

Specificity of learning and the conditions under which transfer or spread of learning is most likely to take place.

Levels of incentives to learning: rewards or punishments; social approval or disapproval; inherent worth of the activity or experience itself; skill in stimulating the individual to respond to the higher and more mature incentives to activity and behavior.

Motivate participation in the program for its own sake rather than on the basis of some extraneous incentive, such as awards, points, or competition.

Understanding and Guiding the Group Process helps the librarian with groups and the group process of interaction, so that he can guide the group process most effectively and facilitate the growth of members:

Kinds of groups (primary and secondary) and the functions of their respective roles in the development of persons.

Use appropriate techniques, such as friendship finders or sociometric scales to study the interaction in the group; its cohesiveness; friendships within the group; status of each member i.e. the extent to which he is accepted, ignored, disliked or rejected.

Organize a group work with the responsible officers and committees and utilize more effectively the social controls in the group.

Develop a spirit of unity and cooperation within the group in order to increase the integration, cohesiveness and morale.

Establish and maintain rapport within the group without resorting to "cheap" methods or abdicting the appropriate role of communications leader.

Help each individual to become accepted, feel a sense of belonging, and find satisfaction of the basic desires for recognition, friendship, new experience, achievement and security.

Develop within the group a sense of responsibility for its own life and program as well as evaluate its mores, standards and behavior patterns and to develop approvals around the higher standards of conduct.

Developing and Guiding the Group Program helps the librarian achieve understanding and skill in undertaking a program that will contribute effectively to the needs and growth of the members of the group:

Program consists of all the activities, relationships, interactions, and experiences that enter into the life of the group, i.e. situation producing as well as use the resources in the community.

Discover, stimulate, refine, and expand the interests of group members in developing a purposeful program of activiites with variety, richness, and balance.

Work effectively with the group through officers and committees responsible for program planning in order to originate, plan, carry out, and evaluate group projects.

Utilize in program building a combination of methods, such as discussion, talks, planning, reading, audiovisual devices, trips and other forms of action in order to achieve continuity and depth, to help the group plan a long-range program so that activities grow out of previous activities and become related to anticipated programs.

Use printed resources, such as agency manuals, books and articles on group education, mental hygiene, and special program resources as well as community resources.

Understanding the Total Community enables the librarian to work with the group most effectively in the light of the forces and resources of the community:

History, population and socio-economic features of the community.

Mores, customs, dominant personalities and groups in the community and their impact on group members.

Home and neighborhood backgrounds of the members of the group.

Educational, religious and social agencies of the community.

Resources in the community that may be utilized for the group's program.

Understanding the Library Agency enables the librarian to work with the group most effectively in the light of the agency's purposes, ideals, programs and resources:

Agency history, traditions and organization.

Agency philosophy and purposes as well as policies and their bearing upon the leader's task.

Program, equipment, facilities and personnel of the agency.

Place of the agency in the community and its relation to other agencies.

Formulating Objectives helps the librarian to identify adequate objectives for the group in the light of the agency's purposes and the needs of the individual members:

General objectives of informal education and communication as well as the objectives of each individual in the group.

Nature and importance of educational objectives and why they should be clear, specific, person-centered and individualized for each group member.

Objectives for specific activities by analyzing their potential primary, associate and concomitant learnings.

Translate objectives into appropriate program experience for participants. If the development of responsibility or cooperation is an objective, opportunity must be provided for the members to practice responsibility or cooperation.

Evaluation of Program Results enables the librarian to appraise the program and the growth of members as a constructive means for improving both the program and his leadership:

Understand the purpose and importance of evaluation.

Evaluate the content of the group program: variety, richness, balance, and continuity.

Evaluate development of the group itself: cohesiveness, center of interest, degree of cooperation and responsibility.

Evaluate the development of each member of the group on the basis of the objectives formulated by him, through examination of group records, behavior rating scales.

Coordination of Library Service:

Coordinated library service can be effective in promoting an interface between the general public and all the information sources in a community. Leadership administration should be concerned about the methods of communication in its various contexts rather than information acquisition. Management administration should be subordinate to leadership administration, whose major concerns are with market analysis studies and content analysis studies, the findings of which will be used to establish the specifications for information control devices. The communications staff have ultimate responsibility for all decisions as to information control methods in order to create situations within which communication (information surprise) can occur. Programatic aspects are developed under six categories:

1. Who or what performs the activity? (Agency)
2. Who or what is the recipient of the activity? (Client, Patron)
3. In what context(s) is the activity performed? (Situation, Framework, Scene)
4. What is the end point of the activity? (Goals, Terminus)
5. What is the guiding protocal of the activity? (Purposes, Statements, Policies, Procedure)
6. What is the energy source for the activity? (Motivation to serve, to participate, to communicate)

Considerations of Agency are developed under the principles or elements of a coordinating structure in the community. These elements summarize the frustration which most people have with library service in the community. Given its legal base, librarians can take leadership for library systems development and coordination which is impossible for other types of agencies.

At service outlets in the system, professional librarians should be stationed at points of first contact with patrons whether on the premise or out in the community. Librarians should be skilled in interviewing, guidance counseling, group and community work. They should have backgrounds in educational psychology and communications. Their purpose is to make referral to further resources within libraries and elsewhere in the community. There is often a basic dichotomy between technical service librarians under managerial administration and communications librarians under leadership administration. In other words, communication specialists should have line authority over library operations. Leadership administration is a communicative method, while managerial administration works out a formula to get people to produce.

Consideration of Client or Patron are based upon two major factors: models of thinking in the problem-solving process, and audience research or market analysis. Market and audience research identifies interests and concerns, while the models of thinking guide the patron in his interface with the knowledge store.

The requirements of market and audience research are particulary met when the functions of a coordinating structure begin to operate. A continuous study of community needs and interests is conducted. Community resources and information services are identified as well as the services and programs of agencies and organizations. The community needs, resources and services are made known to the community as a whole. Out-of-community resources are obtained as soon as the need for them is anticipated.

These general methods or policy areas are made more specific in actual interfaces with patrons, whether as individuals or as groups. The scale in this area including nominal and ordinal elements are ranked from high to low:

..continuous study of community needs and interest.

..identify community resources.

..identify programs and services of all agencies and organizations.

..make known community needs, resources and services.

..obtain out-of-community resources when needed.

The mere transfer of information or transportation of data is not sufficient to meet the interests and concerns of the patron. Once the indexing lables have led the patron to a space in the document file where information surprise can occur, he may bring a variety of models of thinking to the process of interpretation. The nominal and ordinal elements of general problem-solving and critical thinking include the following:

..identify felt need, or personal problem.

..define felt need or problem.

..develop a tentative solution.

..mentally elaborate solution to identify related topics.

..decide upon a solution (hypothesis).

..verify solution through experimentation.

..appraise experimental findings and made a decision.

..review decision and project to future problems.

Knowledge stores and their indexes require a slight shift of emphasis in the general problem-solving model, which is specified in the requirements for browsing, whether in the card or document file. Browsing in the index requires a more rigorous awareness of classificatory codes than document browsing. Additional work on classificatory-retrieval as initiated by Merrill in Code for Classifiers may yield a communications model of retrieval.

Considerations of context include two foci of attention: on-premises interface with patrons and the social groupings. On premises, any library in its service routines and building layout is organized as "service in depth." Casual and referral inquiries (i.e. cognitive development) are counseled near the entrance, while research (i.e. cognitive flexibility) is conducted in areas more removed from the entrance. In either instance, staffing is professional with a high degree of proficiency in counseling and retrieval.

Off-premises, contexts include various patterns of social groupings revolving around the triad of interpersonal, group and community activity. Such group ings represent the on-going contexts within which services are provided and a body of methods and techniques have already been developed by the profession. Scales which have nominal and ordinal value have been suggested by research in other disciplines and indicate the type of interpersonal interface sought by patrons when consulting the communication services of coordinated library service:

..stimulation or encouragement to think through problems and assess resources for its solution.

..obtain recognition and sympathy, and acceptance of his feelings.

..opportunity to discuss various aspects of a problem and get information.

..advice regarding what action to take.

..relief from his problem by discussion other things.

In order to realize its objectives and pursue its accomplishments, library service takes advantage of team strength of the service staff, both in subject content and group work-specialization. This is facilitated by a single network system where state support is available to all types of libraries, both for information acquisition, organization, and transfer as well as for communication services. A coordinating council is made up of the staff representatives from communication services.

Communication services combine the various library interfaces with the community as well as interpersonal, group and community development for all age, educational and socioeconomic levels. All staff have a generalist preparation together with an age and subject specialization. They are recruited for their ability to work on a team and to move from one context or interface with flexibility and accomplishment.

Considerations of goal or terminus revolve around the end point of the activity. Specifically, library science has addressed itself to a sense of order whether personal, social or knowledge oriented. Librarians have a clear apprehension of entropy (the disorder to be overcome), the negative entropy (information) to be achieved, and the professionally appropriate and effective entropy reducing (control devices) systems.

The matrix produced by matching entropy reducing systems with social contexts suggests the taxonomic range of communication situations for which coordinated library service is responsible. It is difficult to discuss objectives without at the same time considering evaluation. Areas in which measurement scales for a coordinated system can be developed grow out of the axioms of the profession and include such elements as the following:

..per capita income.

..performing functions of a coordinating structure.

..number of operating satellite groups.

..speed with which interlibrary loans are made.

..extent to which volunteers are involved with library service.

..degree to which censorship is lacking.

..number of documents (materials) to which rapid access is available.

Considerations of protocol grow out of purpose, policy and procedure in coordinated library service. The system is essentially an information-processing administrative concern where information takes the form of data about objectives, environment and resources. The function of the communications staff is to create relationships, or communication experiences between citizens and the knowledge which coordinated library service has to diffuse.

Statements of method or policy describe these relationships or areas (who, what, why, when, where) of interface which the communications staff encourage both in motivating people to participate and to learn. Sources of objectives and goals for coordinated library service include the following:

..professional standards.

..community interests.

..institution of which library may be a part.

..user needs and concerns.

..potential user needs and concerns.

Considerations of energy force include motivation to serve, to participate, to communicate and to promote wider use of information in people's lives. Leadership administration is involved with services that will motivate people to participate in information surprise experiences. Media are so orchestrated into a comprehensive communications program as will saturate the community, make it difficult for people to avoid thinking about the issues of concern, and get the "talking chains" going in the community. People generally do want to overcome the limitations of disparate experiences.

Communication services are involved with methods, or in the creating of new ones, that will motivate persons to learn and to communicate. Communication librarians stationed at the first point of contact with the public, have the ability to work with all ages and interests in at least sufficient depth to make referral to more specialized library and/or community resources. Coordinated library service owns all media of communication, or in smaller systems shares ownership with other agencies of informational or educational communication.

Group Project Work:

In undertaking project work among professional librarians, it is important to have a frame of reference (preferably a theory) within which to imbed it. This is provided by a guide to the significant aspects of user interface with the library as well as the necessary backup services. It is important to pinpoint areas where resistance to change could develop when former habits of acquiring information and of participating in educational services may have to be modified.

At the outset, it is important to state the broad objectives of the proposed library program in relation to its community or the institution or organization of which it is a part. Such a procedure will help to answer the question of why an informational and educational service is needed at all as well as what characteristics of the users it will satisfy. The user group(s) have to be defined as well as their levels of interest and those who will be excluded.

The development of one type of library service should be explored in relation to the extent which cooperative activity is undertaken with other libraries in the community, state and nation. Cooperation should have a beneficial effect on all the possible products of the informational and educational services used by the public(s). Some consideration should be given before policies are written as to the kinds of services which might be offered and how these services are related to the characteristics of the various user groups:

Counseling and guidance.

Document references (bibliographic citation).

Abstracts of documents.

State of the art summaries or reviews.

Actual information, opinions or data.

Documents.

Group and community development work.

Policies constitute the general method by which professional staff interface with the user public. Policy includes the best professional expertise subordinate to community and user needs. Through policy, the patron enters the system and by means of professional expertise is taken to any other point in the system he may wish to go. A partial list of policy areas might include the following:

Materials collection

Library organization

Community resource file

Public relations

Materials use

Mass media

Agency cooperation

Special groups

Organizations

Community leaders

Since policies are carried out by professional staff, it is important to list the number and preparation of personnel who are to assume responsibility for the service: counselor librarians, information specialist, report generation and other literature searchers, librarian's librarians, group workers, community development personnel, lay volunteers and community resource persons. Ways and means should be considered whereby the informational and educational services staff can be kept informed of concerns in the community, curriculm plans and changes, or research activities of specialists.

The location of the director or chief librarian within the administrative structure of the institution or organization should be determined. Staff-librarian relationships should be developed in personnel policy. Often overlooked in policy are two important matters: communication librarians require an order of priority over technical services staff; inservice training is required as well as the production and use of training manuals and other manuals of operation.

It is important to determine the probable cost of providing an informational and educational service in terms of initial capital as well as continuous operating costs. An estimate should be developed as to the willingness to pay on the part of patrons. Certainly some figure should be determined for the cost of not providing any information and educational service for the community or institutional organization. In any event, plans will have to be developed in order to obtain and present data for cost accounting and system evaluation.

Not only do the actual user public(s) need to be defined, but also the timetable and methods to be employed in leading the potential user to information sources. Once the users have been identified it is possible to list the subject areas and levels of treatment which will interest them. It is then necessary to list the volume and the transience of each type of document which can be expected to contain the subject matter required by the patron.

Implied also is the fact that the type of document should include a consideration of the form in which subject matter is presented. Inner form documents are inextricably bound to their subject matter, whereas outer form documents contain many subjects. Each outer form is more closely related to one step in the general problem-solving model than to any particular subject matter.

The speed of access with which each type of user needs informational and educational services will have to be determined. Access includes the period, either from the time of question to response in terms of information retrieval or program developed, and/or from the time of document acquisition by the system to user notification of its contents. The remote user must be considered by providing services perhaps by mail, interloans, telephone, teletype, or on-line.

Documents are generated internally as well as externally. The priorities and criteria for evaluating documents must be developed for both the acquisition process as well as the elimination of obsolescent ones. To some degree, the available reviewing, abstracting and indexing services will be used to identify the existence of those documents by type and volume which are to be acquired. Non-document materials, so called, such as newspaper clippings and community resources will be collected as well as the vast output of the media producers.

Some documents will be generated locally, particularly media materiials. The local production of media materials gives the user an insight into inductive composition which it is difficult if not impossible to obtain in any other way. Depending upon its service orientation, some media centers will produce materials extensively, while others will primarily purchase them and locally produce materials only as a last resort.

There are however many other types of internally generated documents which will be incorporated into the information service such as archival material, reports, correspondence, memoranda. Some methods will have to be established to screen, select and organize such documents for retrieval purposes. Many internally generated documents may be restricted and given confidential access only, or be in a form difficult to use. Changes may have to be considered and undertaken in the form or format of internally generated documents to accomodate an information and educational service.

The majority of documents acquired will be indexed by subject content, but many will simply be calendared or roughly self-indexed in a vertical file. Consequently, it is important to determine how often and in what way the subject interests and points of view needed in use will change among actual and potential users and whether these changes can be predicted. Considerations of use are especially critical when the questions of reindexing, recataloging or reclassification arise. If any concepts, subject matter and points of view are common to the total collection, or to significant subsets then these areas should be indexed, subject analyzed or abstracted in order to cover all aspects of subject matter considered important by various users of the service.

Policies and procedures will have to be written to serve as guidelines for the kinds of persons (not necessarily librarians) who will index and abstract the documents, as well as for the normalization of terminology or the lack of it. In any event, some study will have to be undertaken regarding the variations in terminology which exist in the documents. A thesaurus or other subject authority may have sufficient flexibility to provide the necessary cross-referencing and clustering of terminology.

Both documents and their indexes (purchased or locally produced) must be stored in such a way as will maximize use whether in a manual or an automated system. Access to the collection in terms of several specialized files at various locations with perhaps some duplication has to be studied and compared with one centralized file where there is but one point of access. The available storage devices such as shelving, microreproduction, data processing will be compared in terms of costs and capacity for service and as building blocks in future expansion.

Few attempts have ever been made to organize the service aspects of an informational and educational agency in a way that is functionally isomorphic with human development. What study there is on the maturation process of the self-actualizing individual has not frequently been employed in the diagnosis of information needs and development. The same careful analysis of steps which have taken place in the flow-chart school of reference work should be applied to other developmental needs of the individual whether for counseling, guidance, group work or community development.

The process of continuous evaluation and feedback is probably the best way to expedite orderly change. Everyone concerned with the informational and educational service should be involved in evaluation. Self-appraisal includes both those who provide the services as well as the actual and potential patrons. Comparison of achievement with objectives within a program leads to more growth than comparison of one program with another.

The service public(s) actually do evaluate programs sometimes directly and sometimes through elected officials. Objectives should recede as they are approached. Evaluation should be more concerned with results than with energy spent. Circulation, hours open, money spent may account for time and energy, but in themselves reveal little evidence of changes wrought in behavior. The evaluation of services should be concerned with outcomes, i.e. results and changes in people in answer to the question: What difference does this activity make?

STRUCTURE VERSUS COMMUNICATION

The elements of a situation producing theory of administrative communications was developed in the first section of this report. The value of such an approach is that it not only identifies the general purpose of a profession in contrast to a discipline, but also considers the functional elements which will enable a profession to create the situations or conditions that will help people reduce disorder in their lives. If these elements are coordinated and promoted by a communicative administration, librarians will rapidly become the communications agents they have sought to be for so long.

A discipline is characterized by its ability to produce research results without regard for situations in which the results may be used. A discipline is interested in acquiring knowledge for knowledge sake. Frequently the bench scientist simply performs experiments and produces unrelated results. The theoretician then attempts to relate these facts via a unified theory that explains various relationships. The applied or mission oriented scientist then attempt to apply these theories to further the chronological development. In contrast to a discipline, a profession is dedicated to serving man by reducing the entropy in man and in his environment. A profession is usually characterized by a code of ethics, control over the education of its members, a set of techniques, and a philosophy that can be used to reduce entropy. The library and information sciences profession produces communication situations in which entropy regarding the symbols in society is reduced.

In society today, there may be a plethora of organizations or institutions attempting to cure the ills everyone believes to be present. Perhaps by combining some of these groups better service could be given to all people. There is one social institution, however, that does function as a service agency to individuals, groups, and communities. The library can exert a coordinative effort among these organizations. Coordination of services can be given if the library staff and trustees understand each other as well as their publics. However, understanding can occur only if the administrator communicates the problems and possible solutions to his staff, his trustees, and his public.

In administration, there appears to be an essential demarcation and significant shift in emphasis between communication and structure. Communication occurs within the context of a situation producing environment. Communicative activity has as its objective, concensus among the participants -- the arrival at a position which may be implemented by the administrative structure. If external constraints prevent complete implementation, then the proposal is returned for further negotiation. In the process, policies are modified and purposes may be redefined.

The problem solving model of communication offers both supervisors and staff the opportunity to learn and communicate together. Personnel training and development proceed not only in one direction where the supervisor gives knowledge and know-how to the employee. The supervisor also has an opportunity to learn since it stimulates upward communication. It also creates a climate for high-quality decisions and changes since it pools the thinking of persons most likely to have supplementary experiences. Resistance to change is a common enough obstacle to progress. The problem-solving process does not merely remove resistance, it also activates and stimulates change.

There may be many reasons why individuals are recruited to the profession of librarianship. Certainly the literature of recruitment serves as a record of the attempts made to attract into librarianship the continuing self-learner. The ideal librarian has always been as a mature, liberally educated person capable of counseling the development of individuals, groups and the community more by example than by precept.

The Bryant study (The Public Librarian, Columbia University Press, 1950) of the professional librarian for the Public Library Inquiry has served for a quarter of a century as an indictment of an undersirable type of professional person. In the intervening years, library administration has grown as the professional method for promoting the continuing self-development of staff members. The major techniques employed are the appraisal interview and the group process based in a systems approach to communicative activity.

Of paramount importance is the group process which helps the individual overcome his limitations qua individual. It is all too easy for the individual to view and assess reality from the ego center of his own subjective dispositions. When the individual is a self-actualizing and mature self-learner, the example of his leadership may be beneficial. But even today, twenty-five years after the Bryant study, the profession is still suffering from a misguided and tragic era of excessive individualism in librarianship.

Underlying the traditional approach to management is the notion that the interests of the administrator and the librarian are one and the same. Objectives must be mutually implemented by both parties. Maximum service should be the principal object of management. This state can only be achieved when the individual librarian has reached his highest state of efficiency. The work of the library should be done with the smallest combined expenditure of human effort. The policy-making level is composed of those individuals who are responsible for overall direction of the library or information center: board of trustees, head librarian, chief of branches, personnel director. Middle management includes those who are responsible for the execution and interpretation of policies throughout the library and for successful operation of divisions and departments. Supervisory management includes persons who are responsible for final execution of policies which are carried out by employees under their direction.

The fundamental management functions are considered to be those of planning, organizing, motivating, and controlling and are applicable to all types of enterprises--hospitals, governments, schools, business, armed forces, and libraries. Managers perform the same functions regardless of their place in the organizational structure or the type of enterprise. The supervisor of pages and the director of libraries each perform the fundamental functions of management. The only differences between them are the differences in objectives, the magnitude of the decisions made, the amount of leadership required, and the complexity of the situations. Management theories and principles are applicable to all executives in all occupations and professions. Managerial knowledge and experience are transferable from one job to another regardless of the type of enterprise.

Administrative Perspective:

Historically, library administration has been devoted to the managing of staff, resources and services more as physical objects than as human entities in a context where communication could occur. Consequently, there has been a considerable emphasis upon the control devices of command structure, job classification and performance rating scales.

It is therefore not surprising that systems analysis, and more recently operations research, have had a considerable impact upon library administration. Obviously, to develop management programs which reduce delay in the delivery of materials to the patron, in controlling the budget and in minimizing costs does not happen by accident nor in isolation from administration. Simulation modeling, heuristic problem solving and algorithmic definitions may be fancy names for the management function but they do indicate processes of thinking which place the librarians in better control of library routine.

Library education has slowly been getting away from the textbook and case study approach to administration. The trend is toward involving the participant in simulations and role playing to help him develop some skills in interaction with others. It may be that the administration of an institution superficially seems well organized as far as the formal structure goes. The informal structure however of the organization is as important if not more important. Elements of the organizational pattern such as the grapevine can be used to great advantage by administrators. Students of administration should be aware of it. Insight into the infomal structure of a particular organization can then be applied to other organizations and to society in general.

There is another facet of operations research which exerts an influence similar to that of an "achilles heel". While the needs and interest of patrons seldom if ever fit the neat categories and steps of PERT programing, management procedures developed along these lines soon raise rather serious questions about client understanding and acceptance as well as the limited range of interpersonal problems that can be attacked by operations research. It soon becomes evident that the problems raised are those of communication which requires analysis in communications research.

To examine the library function with the aid of the elements of a situation-producing theory of communication requires a cybernetic theory of communications and feedback as opposed to a linear model in which men and resources are moved sequentially as checkers in a game. In order to do so, the profession will have to change its orientation from a "wait and see" response to demand to a communications position of social relevance and responsibility. In his concluding chapter, Shera (1) rather pointedly indicated that librarians had to wait until patrons demanded services before providing them. Stone (2) on the other hand took the "Madison Avenue" approach to the necessity of actively creating information demands in the minds of citizens in the community. In general, librarianship has not made this transition even though there are movements towards it by younger members of the profession (3).

The demands which Stone and others have continued to make on the profession sounds heretical to most librarians. But it is scarcely revolutionary. More than thirty years ago, Waples (4) pointed out that message production (including library service programs) may be described in terms of social conditions, and social conditions in terms of message production. Few librarians would deny that the elements of a coordinating structure in the community constitute the functions of a library system.

Aided by communications research (5), administration becomes more than a PODSCORB framework and more than the hierarchy of control drawn on an organization chart. The administrative context develops a characteristic way of behaving. It becomes an adaptive control organism with perceptual input, information interpretation and output effects. The purposes and goals of the agency indicate the range of social stimuli to which it will pay attention. The policies and methods exhibit the scope of its interpretation of the social stimuli. Services and programs provide feedback to the community on the stimuli which it collectively presented to the library.

When it comes to evaluating administration, the librarian appears to be adept at looking critically at his methods, the services and programs he offers. Librarians appear to be the greatest critics of themselves more in a self-pitying than in a creatively productive manner. There seems to be a lack, however, of evaluation of the purposes and goals of the library as a service agency.

It may often be that staff members are not sure, or only have a vague idea of what the ultimate goal of librarianship and the library is. When the question arises, library educators oftentimes hedge the question and the student is left to flounder and decide for himself. This kind of question needs more discussion and critical analysis.

A formal organization has explicit, limited and announced objectives. The creation of the organization arises problems of delegation, direction, control, communication and the assumption and use of authority. For the organization to grow it must be adaptable both to changing social pressures and to technological innovation. The organization must have at least two adjustive mechanisms. Organization mediates between society and the organization's formulation of goals (ecological). Organization has to determine effectiveness of performance (performance-feedback).

The librarian manager is caught in two predicaments: structural and cultural. The questions of authority, morale and productivity vie with those of democracy and participation. There is a tendency to form oligarchies within democratic, as well as in more explicitly authoritative organizations. Informal groups circumvent the policies of the formal oligarchy and authority groups. In fact, the human relations approach to administration emerged as a criticism of scientific management.

Any bureaucratic structure facilitates its legitimation of authority through the definition of areas of competency, rules for distributing rewards and punishment, the rules that govern the power of an office, the careful selection, competency and training of individuals who fill the offices in a bureaucracy, the hierarchical organizational structures, greater authority at the top of the structure. The bureaucracy is usually self-perpetuating through the promotion of persons from within the organization to higher levels. This practice ensures continuity through loyalty, selection procedures and training. The system so developed is designed to accomplish organizational objectives.

The elements of such a system are usually itemized in the following way. An organization must have objectives. The work of each person should be confined to a single function. There must be one head and one plan for each group of activities. Each person should receive orders from one person and be accountable only to him. A person who is held responsible for certain results should be given authority to achieve them. Each decision should be delegated to the lowest possible level.

A limited number of people whom one superior can supervise or who have access to the superior must be specified. A hierarchy of jobs and a line of authority runs from the chief executive to his immediate subordinates and so on down to the lowest employee in the organization. Recurring decisions should be handled routinely by lower level managers, whereas problems involving unusual or exceptional problems should be referred to higher levels.

The librarian needs a model by which his understanding of the library is adequately represented in order to intelligently guide the development of the library. Ideally, the demands a community makes establishes the operational goals of a particular library. Those responsible for the library, however, may assess the bibliographic needs of a community in a way not equivalent to the demand the community makes on it. Any incongruity expresses itself in conflict between trustees nad the upper management of the library intensified to the degree in which the librarian exhibits a "professional orientation".

What does the bibliographic universe contain, and what can the individual library supply from it? An analysis of this problem can begin by distinguishing information and its communication. Information is being transmitted by a variety of channels of increasing complexity and size. The problem also includes the increasing number of organizations with which the library is in functional relationship. This leads to distortion as various channels are forced to attempt to deal with information not appropriate to them.

The library has qualitative as well as quantitative problems. There is a general lack of measurement of the functions, limitations, needs and potentialities of the library. Aggregate subjective measures, through sampling and interview techniques, can determine what the goals are considered to be and what goals are actually being followed. The distinction between real and ostensible goals must be also determined. Statistics need to be interpreted with reference to an ideal set, or earlier statistics from the same or similar organizations. Behavioral measures of characteristics, actions, can also be measures of effectiveness.

Administrative communication bears an organic relation to society. It is not separate from the rest of society but reflects the structure and development of society. The scope of communicative activity as well as the patterns of communication networks, which determine where information flows and to whom, indicates the valence of information to the community. The content of communication at any particular moment reflects the socio-economic and cultural value patterns. The range of citizen participation (volunteers) in communications programing reveals the democratic philosophy of the agency and its contribution to participartory political development.

Administration and communication are symbiotic elements in society. The more people are able to participate in the decision-making activities of their communities, the more they will tend to develop self-awareness and feel the need for information and continuing education. As administrative communication begins to function as a cybernetic system there will be a greater awareness of community objectives and of the necessity for a community programed for continuous learning.

There are few communities without some element of discontent and the strain should be channeled into productive activity. A certain amount of discontent is necessary in order to motivate citizens to participate in the communicative enterprise. According to cybernetic theory, strain should be relaxed temporarily as a reward before being built up again. Communicative administration is the social method for mustering resources in the community and invotivating participation. Community development communication is the social method for motivating citizens to educate themselves continously as liberally educated persons.

Power accrues to the disseminators of information. It is for this reason principally that the library at least in America was made the responsibility of boards of trustees who were free of political and sectarian vested interests. But this practice has more often than not been considered as a protection for the librarians than as an unparalled opportunity for widespread programs of social communications. The sooner administration is viewed as a communications process, the sooner it will be possible to develop a systems design for the communicative contexts of dyad, group and community library services.

When power accrues to the disseminators of information, libraries and librarians become powerful forces socially, politically and economically. Power does not come because the profession simply hands out information, or because it knows where to find information. Perhaps the word "data" should more often be substituted for "information" as the service content in most day-to-day library operations. If librarians disseminated information, daring to interpret it, care about what is being done with it and make sure that all citizens cannot avoid receiving information, then librarianship as a "powerful" profession would not be mere rhetoric.

Libraries in the United States evolved as an instrument to combat evil forces in society and to perform as an educational institution with the belief in the power of books to transform common attitudes, to combat evils, or to raise the cultural level. Libraries were termed the "poor man's university". Early founders believed that library service would bring the common man in from the streets and serve as a tool by which man could educate himself. Essentially, the main objective of the library has been that of providing materials for educational purposes.

Supervisory Considerations:

The complexity of the structure in libraries has resulted in a breakdown of communication. When the structure is complex, the individual finds it much harder to relate to others in the organization. In such an atmosphere, morale may be low, dissatisfaction high, and output low. The individual employee is given no room to grow and develop but continues to work at a highly specialized task which has little meaning for himelf. The communicative management of human resources however is an application of the cybermetic model of communication especially in the areas of problem-solving, evaluative interviews and staff meetings.

As a means of overcoming obstacles to communication, structural "looseness", i.e. structuring the organization according to the problem at hand and reserving rigid structuring for implementation, is one solution which may result in innovation, freedom, autonomy, efficiency, personal growth and development, higher morale, and satisfaction. Communication should increase because under this principle there will be less emphasis on authority. Communication, besides being broad and overlapping, will be freer and become legitimate in all directions. The following methods may be considered as a way of achieving structural flexibility:

> Appraisal interview shifts evaluative emphasis from the employee to the constraints and problems of the job.
>
> Group dynamics which helps the employee move from the egocentricity of his own personality to the team work of communicative administration.
>
> Community development enterprise provides the situational matrix wherein staff can develop and emerge as communications leaders.

For these reasons, a different theory of working with people is needed. McGregors' theory "Y" of administration is based on more adequate assumptions about human nature and motivation. Involvement, responsibility and interaction are essential elements in any program of organizational communications:

> Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
>
> People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
>
> The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.

> The essential task of management is to arrange organizational conditions and methods of operations so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

The word "structure" connotes rigidity to many people. Certain factors, however, affect it and make it responsive or adaptive to change. It is obvious that communication is correlated with administration. When there is a change in communication patterns within the library, or any institution for that matter, structure--as it really is rather than as depicted by the organization chart--will correspondingly change. The head librarian who tells everything to his secretary may eventually find out that his subordinates go to her rather than him for information and communication. Structure will also change as clientele, staff, technology, resources, size and the community change.

Structure is important because it would be inefficient and inconceivable to have any employee appointed to some position which he knows little about, i.e., its place in the organization, relationship to other jobs. Without clear lines of functional specialization, it would be impossible to train employees to succeed in new positions. Without clarity of structure, both communication and administration would be poor. Structure is important because communication tends to follow the lines of the organization's structure and its functions. Thus, some communication will be intended for one area of concern, but not for another.

The span of control of each administrator can be increased by making the hierarchical structure flatter. As a result, the number of levels within the organization are reduced. By doing so, the cutthroat competition among employees, the lack of cooperation between departments and units, and poor criteria of success can be mitigated. In such a system characterized by reduced management supervision of details, primary emphasis would be placed on the employee's personal initiative and capacity. Increased freedom of communication and increased freedom over means for getting his job done would permit the professional librarian to grow and develop in a way impossible in organizations favored by the scientific management school:

> Libraries that seek individual growth, autonomy, freedom of communications, or a constant and accurant flow of information to decision-makers will have to deemphasize structural rigidity.
>
> The innovative organization will not be afraid to have overlapping, duplicating, and broad definitions of duties, communication lines, and responsibilities.
>
> Communications, beside being broad and overlapping, will be freer and legitimate in all directions.

> There will be less emphasis upon authority, more upon problem solving, and of reaching the pre-established goals of the organization.
>
> The organization will constantly restructure around problems at hand. The usual, present-day type of hierarchical structure will be saved for solution implementation.
>
> Departmentalization encourages resistance to innovation because it results in parochialism. Departmentalization operates today to assign jurisdictions rather than meet goals.
>
> Innovation and effective problem-solving will result only when employees can disregard the limitations of their present positions in a rigidly defined hierarchy that does not permit them to put their talents and skills to use anywhere within the organization.

Less supervision of employees, rather than more, may be needed. This can be done by making structure "flatter," i.e., by having less departments and divisions. The result should be an emphasis on the quality work and freedom of work rather than on fulfillment of the details of work. The individual may be given, thereby, more freedom. Consequently, his morale should increase as tension (dissatisfaction) is channeled into innovative activity. When the individual is closely supervised, he is given no room to grow on his own. This type of administration results in inefficiency. The employee has little motivation. He feels no sense of individual importance. The implication is that no feedback. Hence, administrators because they will not be communicated with, will not be able to make good decisions.

The innovative and efficient organization, on the other hand, encourages freedom of means and freedom of communication in the hope that individuals will be encouraged to grow on the job and that morale will thereby be increased. In order to insure potentially more communication to the administration, the organization that is innovative will encourage its members to continue a liberal education, or more professional training. The innovative organization will, further, emphasize decentralization since this too has been noted to increase morale and personal growth. Decentralization refers to how much administrative work is done by the head of the institution himself. In a decentralized system, the planning, organizing, leading, and controlling is done by departmental and divisional heads rather than by the head librarian.

To be truly effective, communication must be at least a three-directional affair: downward from top management, upward from the employees, horizontally and diagonally in both directions. Top management must delegate responsibility and authority to individuals lower in the organization. Any type of delegating or instruction requires communication. Most administrators recognize the necessity to convey to subordinates the information necessary to do their jobs; but few know how to communicate. Communication is not complete until it is understood by the recipient. The understanding may not be the result of a specific communication, but rather should have arisen from the entire situational atmosphere. Many people think only of verbal communication. Communication is in fact anything to which people can attach meaning. Meaning may be transferred through many channels ranging from highly sophisticated methods such as television to a smile of approval or a stare of boredom.

No matter how carefully the administrator plans, the organizational and operational aspects will not, and cannot, be carried out unless he can communicate. Instructions must be understood before they can be carried out. No amount of planning can become effective unless boards are made to recognize the needs of the community and the library's ability to fulfill some of these needs. Communication methods for dealing with personnel, patrons, boards, other libraries are much the same for all types of libraries.

Policy formation is a communicative function. Major policies pertain to the over-all objectives, procedures and controls that influence the organization as a whole. Minor policies cover relationships within a part of the system, with greater emphasis on procedure and details. Major policies make up that body of principles and rules of conduct which governs the library in its relationships with its patrons. Minor personnel policies pertain to specific departments or units. For example, lunch hours in public service areas may of necessity be staggered, whereas in technical service areas the established policy may be for all employees to be free at the same hour.

Policies must be stable, yet must be flexible to meet changing conditions. Stable policies tend to dispel uncertainty and foster a feeling of security among patrons in their relations with the library. As far as an employee is concerned, the policies of a library are usually represented by the daily contacts with his immediate supervisor. The director must inform the supervisors at every executive level of any changes or modifications in policy. It is indeed a sad situation when lower echelon employees first learn of such changes through the channel of office gossip. The library director may use one or more of the following methods to communicate his policies:

Written staff manual, covering library policies at the time of issue, with supplements to cover changes.

Memos, bulletins, booklets.

Verbal instructions.

Conferences presided over by director, and attended by all department heads.

Conferences (staff meeting) attended by all personel.

Methods of communication vary, depending upon urgency and importance of the policies to be communicated. In most cases, however, the policies, decisions, and rules of the director should be in written form, even though they may have been given orally. This provides a record which may be used for later reference. The staff manual is probably the best means of securing standardization and serves as a frame of reference for solving problems and for evaluation.

The administrator of a library has, as his responsibility, the management of the library. He must see that the goals and objectives of the library are formulated, explained and communicated to the board of trustees, the staff, and the community as well as being fulfilled. In other words, the administrator must get the job done through the best use of his staff members. This is not an easy task, but the degree of difficulty the administrator has will depend largely on his own actions. He may be an autocractic, democratic, or laissez-faire type of administrator. That may be his decision, but his objective is to develop his staff to their fullest potential which is difficult to accomplish in the hierarchial structure of most library organization.

Agency executives, personnel committees, workers being supervised and the supervisor himself all have responsibility for sharing in the evaluating the supervisor:

1. To what extent do the individuals and groups in the administrative program seem interested, reasonably continuous and progressive in their program experiences?
2. To what extent do the staff being supervised show definite changes in attitudes and growth in skill in working with groups?
3. To what extent do the staff in the agency or department seem to be working together with continous growth in cooperation?
4. To what extent have staff members developed an attitude of learning that carries over into their day-to-day work?
5. To what extent do staff accept responsibility for participation in agency, interagency, community and city-wide functions?
6. To what extent do staff members read widely and attempt to keep up with new material as it comes out?
7. To what extent are statistical records kept current, and are they richer in performance content as a result of supervision?

8. To what extent are staff clear on agency function and purposes, and to what extent does their work with groups reflect this clarity?

9. To what extent have staff learned to evaluate themselves and to initiate their own study programs?

10. To what extent is staff tenure increased so as to minimize the loss of momentum caused by rapid turnover?

11. To what extent does the supervisory program itself seem to advance to higher levels as volunteers and staff members grow and develop?

12. To what extent does the supervisor establish effective working relationships with those he supervises and to what extent is he able to express himself in easily understood language?

13. To what extent does supervision help staff members understand and deal with individual problems of group members?

14. To what extent does supervision help staff learn how to analyze the total group work situation and then develop appropriate plans?

15. To what extent do staff participate with supervisors in laying out the details of the year-round supervisory program?

16. To what extent does the supervisor visit and observe project groups to get first hand material on their progress?

17. To what extent does the staff member make critical evaluations of his work with the group?

There are many principles of administration, and Fayol has advised that principles should be flexible and capable of adaptation to every need. It is a matter of knowing how to make use of them, which is a difficult art requiring intelligence, experience, decision and proportion. The most widely known principles of management have been set forth by Gulick. His word, POSDCORB, is perhaps known by anyone who has read anything concerning management:

> *Planning*, that is working out in broad outline the things tha
> to be done and the methods for doing them to accomplish the pur
> set for the enterprise.
>
> *Organizing*, that is the establishment of the formal structure of authority through which work subdivisions are arranged, defined and co-ordinated for the defined objective.

Staffing, that is the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.

Directing, that is the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.

Co-ordinating, that is the all important duty of interrelating the various parts of the work.

Reporting, that is keeping those to whom the executive is responsible informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research and inspection.

Budgeting, with all that goes with budgeting in the form of fiscal planning, accounting and control.

These seven principles of Gulick have sometimes been reduced by combination into four major areas of concern. These four elements may serve as the basis for a systems approach to management. A system is a number of parts which work together to produce a "whole" result. If the parts relate harmoniously, the result will turn out well and there will be few problems in achieving it. The systems approach combines an understanding of system with an understanding of management. The systems approach in managing is the coordinated planning, organizing, actuating, and controlling of individual functions to accomplish a hoped-for result.

Planning is a commitment to a particular course of action believed necessary to achieve specific results. Planning is stating what action is necessary, why it must be done, where it will take place, when it will take place, who will do it, and how will it be done. The sequence to these questions is very important. Planning must take place in this order, for each step is dependent upon the preceding step for successful definition.

Planning is the basis for the other three steps in the management process. It is laying out one's road map to a given goal. When the road map is completed, we have a plan. We plan so as to stay in business, to improve today's operations, and to gear for tomorrow's operations. Planning has limitations. Its usefulness is only as good as the accuracy of the information one has about the future. The cost of planning can become excessive. If it is not flexible, it may restrict initiative. Its advantages, however, outweigh the negative effects.

Everybody plans. Sometimes there are special committees and special departments. Some libraries have planning departments whose sole job is to outline and recommend new directions for the library to take in the way of expanded facilities, new services, new audiences. In the process of planning, there are several major steps:

Define the problem.
Obtain complete information about the activities involved (experience, advice, written procedures, forms and records, what other enterprises do, etc.).
Analyze and classify the information.
Establish the planning premises and constraints.
Determine alternate plans.
Choose the proposed plan.
Arrange the detailed sequence and timing of the proposed plan (who, when, and where).
Provide progress check-up on the proposed plan.

Organizing involves establishing structure, employing people to fill out the structure, assigning responsibilities and duties, coordinating effort, and delegating authority to carry out organizational roles. The organization chart is but a skeleton of the adaptive control organism or cybernetic system which exists in dynamic relationship with the environment.

Actuating or staffing is the initiation and continuation of actions in the organization. It is making things happen through the creation of a proper climate, co-ordination, and solution of problems. It is the job of the individual worker in an organization. But before anything can be done, it has to be planned and organized in some degree. The simpler the job, the less the time devoted to planning and organizing.

Controlling is follow-up, and then the taking of appropriate steps to insure that the objective, as outlined in the plan, will be satisfactorily reached. All the planning, organizing, and actuating is lost if there is no means to measure how well the plan is proceeding and to make any necessary adjustments along the way.

Some librarians of course may see the systems approach to management as a highly technical idea involving such concepts as cybernetics, closed- and open-loop feedback control, entropy, PERT, critical path method, or RAMP. In others' minds, the term "system" conjures up a vast electronic data processing complex of computer and unit record equipment. All of these ideas are valid and all of them exist for the single purpose of creating greater organizational effectiveness through the distillation of human effort. However, in human terms the systems approach to managerial communications includes those considerations of the agency function which can be combined into situations wherein communicative activity can occur.

Staff Appraisal and Development:

The process of staff appraisal includes at least the following objectives of employee development: (a) let them know where they stand; (b) recognize their good work: (c) communicate to them the directions in which they should improve; (d) develop them on their present jobs; (e) develop and train them for higher jobs; (f) let them know the direction in which they may make progress in the library; (g) serve as a record for assessment of the department or unit as a whole and show where each person fits into the larger picture; and (h) warn certain employees that they must improve.

These objectives for staff development cannot be realized by a single appraisal plan. An environment must be created within which staff can grow into mature professionals. Norman Maier (Appraisal Interview, Wiley 1964) develops the interviewing process as the basis of interpersonal administration. According to Maier, there are three interpersonal stances which the supervisor can maintain in appraising staff members: tell and sell the employee on his strengths and weaknesses; tell and listen to the employee's defensive behavior; problem solving which moves evaluation from the person to the job.

However when the administrative processes are examined in relation to the cybernetic model of communication, it is difficult to limit the staff-supervisory interface to a single context. Important as appraisal interviewing may be for staff development, the growth of the professional employee would be seriously handicapped were he not involved in group and community development. Underlying all three contexts is the problem-solving model of communication. The job becomes a topic for consideration, not the person. The job itself may be reorganized, enlarged, subdivided, or rescheduled. The subordinate's perception of the job and the meanings of its various aspects are changed. The supervisor's understanding of job problems may be increased and he can thus relate differently to his subordinates, supply assistance in the form that is needed, or to improve communications. The opportunity for solving problems of a group nature will have to do with relationships between all subordinates of this particular supervisor.

If an employee is free to analyze the job, and this is recognized as having an influence on improvements to be made, he is motivated to think constructively. The problem of gaining acceptance of change is reduced. Curiosity is strong in all persons and when fear is not aroused it leads to exploratory behavior. Problems offer opportunities to explore the unknown and their solutions lead to new experiences. The mere statement of a problem will cause a group of persons to engage in a lively problem-solving discussion. Extrinsic motivation, such as gaining approval or avoiding failure, may be present. But problem-solving activity has interest in itself and therefore is a form of intrinsic motivation. If intrinsic motivation could be made a larger part of the job, then work would become more like play and intrinsic motivational forces would be released.

The problem solving approach is the only method that takes the supervisor out of the role of judge and makes him a helper. Although the supervisor may wish to be helpful he cannot escape his role of judge, at least in the eyes of the employee, because the process of appraising appears to be misconsistent with that of helping. An appraisal by its nature is an evaluation or judgement. Its purpose has been lost if information is not directly communicated to the employee. Of course the development of the employee is the primary reason for conducting an appraisal, but this objective may be lost in the process of directly communicating evaluation.

The problem-solving approach has little provision for communicating appraisal. Indeed it may not be essential. If appraisal is required for other purposes, it should be delayed until after the administrative interface. The development of the employee serves as the objective and establishes a mutual interest between supervisor and subordinate. When the subordinate accepts this help-saving role of his supervisor, he is more willing to describe the nature of his difficulties.

When an employee's thinking is naive and in need of upgrading the supervisor must be willing to use problem-solving discussion as the best way to stimulate growth and sophistication. It may become necessary for the staff member even to know that he has had weaknesses and faults. They will improve more if left to themselves than be exposed to too much fault-finding. These assumptions are not easily practiced. Adults are so concerned with faults observed that it is difficult to suppress comments and advice. Consequently, wisdom and experience may be a disservice to the individual who directs the work of others unless he knows how to share them. When placed in the spotlight, the employee is motivated to hide defects and alerted to protect himself. Defensive behavior is an attempt to justify old behavior. As long as a person defends his past he is not searching for new or better ways of performing. If an evaluation is threatening it induces frustration, arouses hostile and childish behavior, and makes for stubbornness.

Skill in questioning is essential for a supervisor in order to stimulate talking about ideas and plans. Questions should not put a person on the spot or indicate weakness in a proposed plan. Instead they indicate that the listener wants to get the complete story about an operation. Non-threatening exploratory questions are effective for drawing a person out and making him think more clearly. They also direct analysis to areas that might have been overlooked such as the first two of the following questions. The last three questions on the other hand stimulate a deeper and more detailed examination in a specific area:

What kinds of problems do you anticipate with a changing community?
Have you examined the plan from the point of view of evaluative control?
Can this plan of yours deal with an emergency situation, in case one arose?

Would you have other people at your level participate in on the plan?
Could your own employees be induced to go along with the change?

Skill in probing is as essential to the problem solving process as is questioning. Opportunities for making probes usually occur several times during group or dyadic sessions. Probing summaries may be used to accomplish the following purposes:

Restate the ground already covered in a new way and in relation to a broader content.
Demonstrate that the interviewer understands the ideas expressed up to the point at which the summary occurs.
Facilitate communication by creating opportunities to check and refine ideas.
Separate what is covered from the unexplored content that remains and thereby leading naturally into a statement of problems that remain.

A library administrator who accepts the educational objectives of the library and tries to relate the total program to these objectives, sometimes finds that staff members do not understand this relationship. They may see each library activity as an end in itself. Thus, they are content to provide materials without considering their educational uses; to serve patrons without trying to discover further needs and interests that the library may satisfy; to publicize the least rather than the most important of the library's resources; to regard library-sponsored activities as peripheral to the main business of the institution; and to regard routines as the reason for the library's existence, rather than as a means to a high purpose. An administrator faced with such a situation will want to consider the occasions, materials, and methods of staff learning opportunities:

When do possible teachable moments occur?

When some staff members are working with the administrator creatively---

- writing a staff manual
- compiling the annual report
- planning the budget for the coming year
- carrying out a regular activity but introducing an adult education objective:
  - filling a display case
  - arranging a bulletin board

sending an exhibit to a meeting
writing publicity
compling materials lists
planning for National Library Week
organizing the fall discussion group series
ordering materials
evaluating an established routine procedure

When a number of staff members are together

coffee break

lunch
staff meetings

in-service training sessions

When a problem has occurred and must be discussed with one or more staff members

a patron has complained about the service

a patron has asked for materials or services the library cannot supply

another local agency has announced an activity that clearly falls within the function of library

What methods are used in these situations to bring about learning?

The question

What shall we do?

Why do we do this?

What do you think this should accomplish?

Who---of our many publics---will be affected by this? In what way?

Referral to purpose

to the library's statement of purpose

to policy statements

to the statements of purpose made when a continuing activity was instituted---such as film service, a weekly radio program, a publicity program

Referral to other materials

- library literature---books, journals, pamphlets
- related literature, such as
  - adult education
  - sociology
  - human relations
  - public administration
- the library's own literature
  - staff manual
  - staff newsletter
  - bulletin for the public
  - group study of such materials

What people other than the administrator can be called upon to help develop learning opportunities on the relation of library activities to the adult education purpose of the library?

- state library extension agency personnel
- people from the community who have special knowledge or skills
- staff of other community agencies and institutions
- university extension staff
- library board members
- library staff members

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SYSTEMS APPROACH TO COMMUNICATIVE ACTIVITY

The current situation and urgent requirements for a comprehensive course of action in communication makes communicative activity a "natural" for the application of systems design methods. Communication in library and information science makes it necessary to consider systems design and development, and not necessarily systems analysis, which is a much more specialized technique. It is possible to make an analysis of communication using techniques of cost effectiveness. The results of such studies might contribute some valuable information, but a broader point of view of systems design is needed.

Structure and organization are fundamental to any enterprise, and especially to an agency which serves as a coordinating structure in the community. Community development requires planning by individual organizations combined with the coordinating service of one agency. The library continually investigates, plans and acts in the interests of the community as a whole. Consequently, the library as a pivotal agency in the community, must have clearly identified ways of working with individuals and groups. Library service is concerned with the diffusion of knowledge as a means of inducing change in attitudes and behavior. Services must have organization to achieve a direct relationship with the individual or group, rather than the general and often chance diffusion through the mass media.

When an agency develops organized and directed learning activities for the diffusion of knowledge, some way to accomplish this must be selected in terms of the importance of such a program to institutional objectives, the resources available for it, and the public to whom the program is directed. This is an administrative decision that determines the kind of a relationship or method which will be established between the learner, the knowledge, and the agency. Method is the relationship which exists between the patron, knowledge, and the institution which has knowledge to diffuse in order to bring about changes in attitudes and behavior. In some cases, such as libraries, the objectives of the agency may encompass knowledge in general; while, in other instances, as in health and welfare agencies the knowledge to be diffused may involve specific changes in behavior:

> In general, the 'public' for whom institutions seek to provide programs may be individuals in isolation, organized groups, or the community as a whole. In structuring a learning situation for individuals, the institution may choose such methods as correspondence, internship, apprenticeship, or directed individual study. On the group level it may use discussion, classes, laboratory, assembly, exhibition or convention. When directed to the community,

either fundamental education or community development programs may be used. Each of these methods describes a relationship for learning which the institution has established. An institution may choose, furthermore, a combination of methods in an effort to serve an expanded public.

> "Once the method has been determined by administrative decision a second stage in the diffusion process comes into play. Within the context of the method, the agent (i.e. adult educator, teacher, etc.) seeks to facilitate the learning process by establishing a relationship between the material being diffused and the learner. To this end, the agent may employ a wide variety of established processes or invent new ones that, in one circumstance or another, prove useful in furthering learning. These processes are the TECHNIQUES of adult education." (Coolie Verner, "Methods and Techniques Distinguished," An Overview of Adult Education Research, NEA, 1959. p142-45).

Objectives or goals are statements of purposes toward which administrative organizing and controlling are aimed. Objectives may change as conditions or circumstances change. After top level objectives have been determined, then the objectives for all units of a library can be established which are consistent with all other objectives. Objectives are important because they provide individual motivation to those who must fulfill the objectives, give direction to the library as a whole, serve as a basis for delegating and decentralizing work to be done, coordinate staff work, and provide the basis for control and the appraisal of results in terms of managerial goals and objectives.

Policies on the other hand are broad guides to thinking established to assist subordinates responsible for making specific plans. Policies delimit an area in which a decision is to be made and assure that the decision will be consistent with objectives. Policies must provide for some discretion and initiative otherwise they would be rules. The close relationship of objectives, policies and procedures is indicated in the following chart:

OBJECTIVES OR PURPOSES	POLICIES OR METHODS	PROCEDURES OR TECHNIQUES
to assemble, preserve and administer in organized collections, materials of all kinds for the communication of ideas, in order to promote an enlightened citizenship and to enrich personal lives	materials selection policy, setting forth the purpose, level of quality and community needs to be reflected relationships with other agencies and organizations, public relations, policy, use of mass media, making educational pursuits attractive	selection and acquisition of materials in accord with policy, library staff group book reviewing training staff in public relations participation by library staff in the life of the community and willingness to assume responsibilities in its institutions & organizations develop an understanding of individual and group life
to serve the community as a center of reliable information	materials selection policy section on reference materials policy reference materials use policy	selection and acquisition of reference material keeping up-to-date file of community organization, including personnel, purposes and activities publicizing & enforcing rules for use of reference materials
to provide a plan where inquiring minds may encounter the original, often unorthodox and critical, ideas so necessary as correctives & stimulants in society that depends for its survival or free competition in ideas	materials selection policy section on controversial materials policy adopting of Freedom to Read statement and Library Bill of Rights	selection and acquisition of materials in accord with policy publicizing and interpreting the library's position referring dissenting members of the public to the policy, and to trustees for its further interpretation, how to understand people, applied psychology
to provide opportunity and encouragement for children, young people, and adults to educate themselves continuously	hours of opening policy meeting rooms policy publications policy (reading lists, reports, etc.) staff personnel policy continuous organized study of the library collection, service program, library use and staff resources; continuous organized identification of community needs and interests	planning fair and effective staff work schedule providing simple, effective circulation procedure providing for continuous in-service training of staff, attendance at workshops, conferences etc. planning and executing programs of reading guidance, group service, etc. continuing plan of evaluation

OBJECTIVES AND GOALS:

To attain excellence in library science, the librarian must keep clearly before him his broad mission, or purpose. He relates this mission to each of the details of his work as they arise, and helps other staff members and subordinates to do likewise. A professional who cannot, or will not see each of his tasks in terms of ultimate purpose can never achieve excellence and stature as a leader.

Complicated and subtle detail fall into place with surprising ease, once some thought is consistently given to purpose and goals. The first task then is to gain a clear understanding of what the professional librarian takes for his purpose, and particularly how librarianship fits into and relates to the rest of human activity. At the level of statement or purpose and even of policy, the points made and the answers to questions can usually be made quite clear. It is however at the procedural level where details of practice become confusing and often cannot be resolved until some reference to purpose is made and that relationship strengthened through group activity.

It is almost impossible for a librarian to take too big a look at anything. The problem usually occurs from looking in the other direction. Many librarians take too small and narrow an approach to the problem both in a technical and practical way. This approach is detrimental to the overview required when a professional librarian finds himself in charge of some important enterprise and where he will be doing work which contributes to the welfare of thousands of people.

The point is not that librarians do not relate to people. They do, but in ways that show little awareness of the relationships among organization, purpose and creativity. Surely they are responsive to people; in fact there is perhaps no characteristic of librarianship so firmly fixed in the minds of the general public. However, it must be remembered that the overly responsive person acts largely on the initiative of others, and to the demands and interests of customers. Because of this, the librarian is relatively free of criticism, and is well spoken of by various elements in the community but can scarcely be called a communications leader.

A professionally responsible communications leader will initiate, propose and accept responsibility for the success of projects which involve human and economic factors in the use of information by individuals, groups and society. To do so, the librarian needs wide technical training, practical experience and the desire and ability to broadly consider problems involing the application of technology to human need.

Continuing professional education is necessary, but to the extent that it is technical, such activities fall somewhat short of the main point of consideration, of improving one's own performance, especially in the area of human relations, customer satisfaction, and the mustering of resources to meet human needs and interests. The professional librarian cannot usurp the role of the library technician who does an important job of applying library economy to limited aspects of the information problem. He may be a cataloging technician, a circulation clerk, a bibliographic searcher, or a programing expert translating problems formulated by the librarian into computer language and running them for solutions.

Goal setting however is based upon a knowledge of human need, particularly upon the need of individuals for fulfillment and for aspiration. Basically the individual citizen wants to fulfill his role, to live up to the concept he has himself, to spend his time creatively and purposefully. Directly or indirectly the librarian's work should help people in their struggle to get the basic necessities of life, and then to achieve a measure of productive maturation based on individual goals.

Of course all human activity in one way or another is involved in supplying basic and derived human needs. Librarianship is different from other professions and callings in that it uses information from sources in order to meet human need. The librarian's technology is applied to communications resources in an attempt to better meet man's needs. Here then is one specific sense of direction to which the librarian may return when details of practice need to be straightened. Any intermediate products -- acquisitions, cataloging, circulation, and even reference -- are not ends in themselves. Such activities are of value only as they eventually contribute to the satisfaction of real needs of people confronted by personal problems and interests.

In library science practice, the term "technical knowledge" means largely physical knowledge, the understanding of books and materials, and the methods of oragnizing them. But to limit one's thinking to materials rather than to include information surprise, would make it difficult to observe human characteristics and to satisfy the various human needs as these emerge in community and personal problematic situations. Such creativity must be purposeful, not creativity for its own sake. Creativity must carry all the way through to a predetermined goal. Anything new which has not been harnassed to the satisfaction of human need is of questionable value, or a novelty at best and is decidely not librarianship.

Librarianship looks to an improved present and a continuing development in the future, rather than to the past or to a present which is merely a continuation of the past. It is impossible to improve the flow of information to meet men's needs by continuing to do things in the same old way. Creativity is the primary characteristic of librarianship. Librarianship seeks to provide more information to more people with less effort and difficulty in the communication process. Work that involves little creativity may be good maintenance, good file manipulation or good management of routines, but it is not library science.

Creativity is not limited to invention, whether of devices or processes. Creativity is the ability to combine existing things in new and useful ways. It starts with something that is already known, something that now exists and then goes on to produce something else. For example, circulation provides for home use of materials, but in some instances at least it may serve human need to have a hard copy of the material for longer periods of time and even on a permanent basis.

Librarianship involves vast accumulations of information and of the storage media, organized for effective retrieval based upon specific human needs that may be well or poorly verbalized. Each librarian must relate his small individual sphere of activity, to a general and intelligent comprehension of its contribution to the overall purpose which his agency service program is attempting to accomplish. Not every librarian can or will immediately accept such a responsible orientation. However intermediate and senior staff members should think seriously about the advisability of moving from that particular library situation.

Creativity is part of the problem solving process which, in turn, is an aspect of scientific thinking. The process involves several sequential parts: get new ideas, try them out, work out the details in writing, construct or build a model, try it out, repeat or recycle and improve where needed. At any stage of the project, previous activity may need to be repeated several times before a satisfactory solution is obtained. Experimentation will uncover problems and possibilities not forseen at the start which will require solutions before optimum service can be achieved.

In addition to the laboratory experiments upon which for example the generation of subject headings is often based, the librarian's experimental work may take the form of user surveys. Or he may observe a sample group of individuals using the new subject headings to determine what limitations there may be to the model arbitrarily developed. Testing should be as realistic as possible, including trials by typical users. Ultimately, testing becomes continuous as the new method is implemented in policy and shifts into place along with other routines and services, and is maintained to fill human need over a period of time. The new method should be tested as an element of the environmental conditions both inside and outside the information center, and be designed to function in complex environmental conditions, such as national bibliographic, reference and referral centers.

Any new method should remain within the technical limits of physical routines and be easy enough to implement by trained staff. Unit costs should not be excessive. The method should be aimed directly at whatever function the user wants to meet, his convenience and interests (or tastes), the time limitations of the average user, and the amount of space or turnaround capacity possible. The document base is unbelievable in its vastness and in the fantastic rate at which it is changing and increasing. Most of it is stored in millions of books, papers, drawings, technical journals scattered all over the world. Some information, of course, that is stored only in the minds of men may be inaccessible. Users however are generally interested in current ideas because they expect to improve themselves and their environment.

In the face of such a problem, the librarian should be completely divorced from routine and continuous operations that are repetitive at least in the sense of being wholly preoccupied with it. Library science at least professionally is project work. In order to better meet a human need, the librarian must think in terms of a project, i.e. a group of interrelated activities which provide effectively for some known want. Actually the librarian's work is a series of projects, sometimes taken one at a time. Interdependent tasks will continue to occupy the attention of the librarians over a period of time, especially as the needs and interests of patrons change and develop. Time allotments and schedules must be used wisely not only to terminate projects when necessary but also to integrate efforts of various people which tend to be disparate. Consequently specifications must be written in sufficient detail so that they can be accomplished within the framework of a library service task or project.

The librarian is often called upon to guide and measure the project effort of others as well as to evaluate the specific tasks which make up the work in terms of three factors: time, money, specifications. Every project should be scheduled and conducted with a careful consideration of time. Long, involved and drawn-out projects tend to become obsolete, in terms of human need, before they are completed. When library science projects become complex, they require the integration of work from numerous individual and even groups. Time extensions in one group activity can seriously upset the work of others who are striving for an integrated program or service development. The librarian in his work is dealing with resources including information and his own professional time, that are paid for by the commonwealth. In an important sense the librarian is handling the country's resources of information. Time then is money which if poorly applied to project work is detrimental to the growth of resources or information.

Systems Design:

The design of a system begins with a statement of purpose. Any system is designed to accomplish something, a goal which is agreed upon by the society within which the system is to work, or by some segment of it. Such a purpose, or perhaps a set of purposes, is rationally analyzed into subordinate goals which cover the various forms of operation the system is to have. The functions of certain parts of the system, may be called components, or if existing in larger entities, subsystems. Concepts like input and output refer to the actions of these components. A system is organized by planning and bringing about some sort of compatibility, or "match" between the output of one component and the input of the next in a sequence of operations.

For example, a "match" must be designed between the numbers of people using a library system at any given time, and the capacity of the librarians to interface with these people. Input-output considerations not only clarify what is meant by the function of any component, but also lead to decisions which allocate various functions to different kinds of components.

The design of systems is subject to professional logic. This is not the same as the logic of a discipline, for a scientist is not ordinarily concerned with social purposes and functions. But questions of social purpose are the kinds of decisions a professional is used to making. Just because professional logic is used, one need not necessarily be concerned primarily with hardware. There are many systems and subsystems which are composed primarily of people, rather than hardware. For example, there is the system of patron counseling in libraries, or the system of interlibrary loan in a "market." It is professional logic which has designed such systems--a logic which deals directly with goals, purposes, objectives, functions, input and outputs.

The importance of communicative activity in our society is enhanced by the increasing trends in technology and automation. This is the need of the individual to build intellectual bridges between humanistic values and the methods and accomplishments of technology. Liveright (1) sees the filling of such a gap as one of the major purposes of continuing education. Technologists must be exposed to opportunities for humanistic studies and exploration, while humanists seek a more profound understanding of the values and goals of technology. For those people who consider themselves to have finished regular school attendance, the bringing together of the "two cultures" may have a profound effect on successful living in today's world.

It is difficult to maintain a continuing capacity for self-renewal and self-actualization. The increasingly complex roles of citizen and worker demand more than casual or incidental new knowledge. Organized systems of knowledge have achieved a place of importance for all elements of our society which has never before been experienced. Despite the increasing importance of organized knowledge, the implications of it for continuing education is not necessarily clear. Many types of continuing education have been developed to meet a variety of perceived learning needs. They have been sponsored by universities, clubs, churches, unions, libraries, museums, private schools, government agencies, and public schools. They have varied from occasional lectures to involved sequences of courses leading to diplomas; from an intensely vocational orientation to pure learning-for-learning's sake; from highly organized curricula to loosely defined discussions; and from literacy training to the theory of systems.

Programs of continuing education have served various purposes at various times and places. On some occasions, for example, such programs were undertaken largely for "citizenship" purposes. This was particularly true back in the early part of this century, especially in those communities with a large influx of immigrants. At other times, the emphasis has been largely "occupational," an attempt to provide a means for the working man or white-collar worker to acquire additional skills in his job or profession, and thus to advance himself within that occupation. Even today there are many offerings in continuing education which serve this purpose. Still another goal for the education of adults, and one that has continued for many years, may be identified as "self-fulfillment," which is of course only a small part of what Gardner means by self-renewal (2). Many offerings in this field are concerned with arts and crafts, including such courses as how to weave, design pottery, as well as develop an appreciation of music and art.

How adequately these communication services have met a real need is largely unknown. The agencies which offer services try to satisfy their customers, the participants, at least to the extent of attracting enough individuals to make continuation seem worthwhile. However, many agencies reject a "customer is always right" philosophy. They maintain that the educational institution should strive to lead its participants toward higher goals rather than merely responding to the goals which the patrons are able to express. In any case, choices must be made in developing the communications "curriculum." The library must find ways of making choices rationally rather than accidentally.

> "To its great disadvantage, the curriculum of adult education has no plan. It is largely an a la carte menu comprised of miscellaneous items. It is not organized in a way that provides continuity and integration of learning. It is need-meeting, but not goal-fulfilling." (3)

The development of a systems approach to communication and learning must begin with a study to determine goals. This is necessary because it is from a statement of goals of the system that all the logic of this approach flows. One could, of course, have these goals determined by a panel of "experts." This is not an entirely unavoidable approach. But insofar as a program of communication services is to serve a community or other segment of society, it seems wise to attempt to determine what the needs are of the particular segment of society to be reached.

Such an effort cannot be done by means of the superficial "survey" techniques. A highly sophisticated line of questioning should be followed, in order to come as close as possible to "true needs." In order to get closer to true needs, it is necessary to ask questions based upon the premise that learning means a change in capability. Questions need to be developed that are designed to reveal concrete instances of desire or felt need (on the part of those questioned) for changing their capabilities. Such categories might be very different from the kind of services librarians instinctively offer. In the process of determining the goals for communication and learning, one should not impose pre-existing, and possibly quite obsolete, categories upon the results.

Some method is needed of determining goals. Results based upon people's concrete experience do not necessarily indicate a desirable orientation to the future. The functions of a communications "elite" identify and give expression to community concerns and interests that are as yet inchoate and only dimly perceived by the people. One must, therefore for example, take account of the changes in communications and media, in computerization of work, and in probable increases in leisure time. Some predictions of things to come are needed and of the trends which get us from here to there. It is difficult to see how such trends can be identified without some wise "experts." It would be better not have to use them. But in employing the counsel of the communications elite, one does so provisionally while their ideas win acceptance in the market place of communicative activity.

The goals for communication services could be determined by a rational interaction of these two sources of information. From the past, it is possible to take the most highly concrete and empirically based information to be found, derived from answers to questions about actual needs. From projections into the future, the most highly informed wisdom available could be employed. But it would be a rational melding of these two kinds of information which would give the best formulation of the broad goals for a system of continuing learning.

The determination of broad general goals is an essential and preliminary step to be taken. The goals then need to be categorized further in terms of the human functioning, or the classes of human performance. For example, one would need to develop categories of what kinds of human capabilities are involved in the broad goal of increased occupational competence for the range of human beings considered. These might include such learnings as communication ability, human relations capabilities, numerical and quantitative competence. Such performances might bear some relation to "academic" subject-matters, such as language and mathematics. But just because these traditional categories are employed in the education of youth, and seem to represent a kind of stable reality, there is no reason to suppose that the same categories should be used in the organization of continuing learning requirements.

At any rate, broad objectives need to be broken down into more specific behavioral outcomes. If learning is the purpose of the system, it cannot be conceived as a process without relating it to observable performances. If a system is to be developed, it must be designed with the aim of producing specific outcomes. According to systems planning the following general components are included. In designing a workable and effective system, questions like these must be faced squarely, and answered honestly. Components which will not accomplish the necessary functions must either be abandoned, or modified. This aspect of system development will not be accomplished well unless it is possible to ignore both vested interest and tradition:

> Subsystem functions to be performed must be identified, especially those which must be put together in order to accomplish objectives such as subsystems for administration, for communication including counseling and interpersonal development, and for evaluation and research.
>
> Allocation of functions within subsystems must be matched or made compatible with the inputs and outputs of other components. For example, the communications subsystem would require consideration of such functions as the following: ascertaining entry capabilities and background of patrons; providing for differences in rates or styles of communication; determining an appropriate sequence of experiences in dyad, group and community contexts; matching media with communication and information requirements; assessing communication outcomes and relationships. Obviously, some of these functions can best be done by human beings, some by various combinations of these.
>
> Identifying components is mainly a job of selecting ones which meet objectives. There are many kinds of instructional devices, including textbooks, motion pictures, television and projected pictures. Many kinds of tests can be used for assessment and evaluation. However, closer examination of these components may show that many of them were designed for other purposes, and may require either extensive adaptation, or actual redesign. For example, to what extent are textbooks found to meet certain literary "story-telling" standards, as contrasted with efficiency of communication? Have motion pictures and television programs been designed specifically with artistic criteria in mind, as opposed to effectiveness in instruction? Are slides designed as pretty pictures rather than as instructional tools? Has the oral communication of the librarian been designed to accomplish a kind of entertainment task, as opposed to the task of specific behavior modification?

Developmental Communication Services:

Having identified the significant functions, and selected or modified those components which will perform these functions, it is now possible to put them together in such a way as to accomplish in a progressive fashion the goals intended for the system. Sometimes a flow-chart is used in a plan for system operation. But a flow-chart implies an ordinal distribution in the developmental patterns of individual patrons which the library profession has nowhere identified and has always had difficulty in countenancing. However, a beginning must be made and the following distribution is presented as a set of steps which are developmental. A patron may enter the distribution at any point depending upon his own developmental tasks.

1. Patron appears before the communication librarian indicating some interest. Librarian conceives this contact to be one of a series and inquires whether the results of patron's previous contact were satisfactory.

2. Patron is given an initial counseling interview in which information about his interests, life goals and ability to use information sources may be obtained.

3. In those instances where the patron is too inchoate to discuss deep-felt concerns, audiovisual therapy or browsing in thematic displays may need to be used before proceeding to the second step.

4. At this point, in order to understand the problem-solving model of communication, the patron may need some instruction in the use of library resources as a method of thinking.

5. Employing the general problem solving model, the librarian together with the patron proceeds to enlarge the encounter to include outer-form materials which are more contextually oriented than subject classified.

6. When the subject and point of view have been established to the patron's initial satisfaction, a retrieval strategy (based on boolean or other logic) is developed to search the descriptor file.

7. Document drops are examined in a "technical reading" for their information surprise value. If the information is not satisfactory to the patron, the search terms are regenerated and a new search strategy developed.

8. When a match has been achieved between the patron's goals and the kinds of information available, the librarian suggests related concepts and contexts in the exit interview for possible follow-up activity.

9. Patron enters upon a program of continuing development either in cognitive content mapping or in an n-dimensional matrix of interlocking situations and relationships.

10. Employing the method of case-load, the librarian is ready on a continuing basis to assist the patron to enter the communications system at any point and be expedited to any other point he may wish to travel.

11. Since many sources are available they have to be carefully matched to the goal to be achieved and to the task conditions for which they are to be employed. For example, pictures and motion may be substituted for concepts. Dialog and group discussion may enhance the intrapersonal communication skills of reading, viewing and listening.

12. Patron engages in a variety of communications situations and attains successive but individual levels of competence. At each level or departure point, the librarian employing interviewing or discussion skills helps the patron access his own level of development.

13. If the patron requires more support in this assessment at any level than can be given by the librarian, referal is made and contact established with a helping consultant, an accepting group, or responsive community movement.

14. Periodically, the patron is encouraged to join with other persons in teams, seminars, or groups for the purpose of developing new ideas or creating new programs. The most important criterion for joining such groups is the prior attainment of suitable skills or knowledge relevant to the activity to be undertaken and the processes of the group. Counseling for group processes is as essential as for content.

15. As the patron develops into a resource person in his own right, the librarian offers him the opportunity of conducting sessions in the library's own programs of communication. Supportive counseling sessions as well as rehearsal demonstrations before and after these leadership situations may be needed.

16. Periodically, the patron should have the opportunity in taking responsibility for the development and conducting of entire programs whether on the library premises, over closed circuit television or through the channels of mass media owned by the library.

17. Eventually, when the patron has developed his ability as one of the communications "elite" he may be able to take leadership in community development and movements.

System testing (evaluation) is a phase of system design which should take as its model the professional test, particularly the kind called a "field test." The question to be asked is: to what extent is the system meeting the objectives set for it? Evaluation of the system probably needs to consider obtaining measures of at least the following: (a) kinds and amounts of changes in patron competencies; (b) evidence of patron motivation to engage in continued learning; (c) evidences of the patron's accomplishments, and particularly his increased goal-orientation and creative activity; and (d) evidences of realistic goal-setting. In preparing for evaluation, the librarian will want to review some characteristics of his communicative system:

1. The system assumes patron motivation to enter into the system. Such motivation may of course be various; but in general it is the drive for negentropy.

2. The central operation of the system is designed to increase patron capabilities (or otherwise change his interpretive dispositions). The central component of the system remains the patron and his ability.

3. The communicative and informational subsystems are designed to meet the needs of the individual, and for no other purpose. Communication and learning is by and for the individual patron.

4. Incentives are so arranged that initially varied motivations are channelled into a desire for achievement, a "love of learning," and of social approval for created products.

5. There is a need for frequent assessment, of a sort and for purposes that are probably not met by currently existing instruments. The emphasis in measurement is on "competency status," or "what the patron can do."

6. A subsystem of counseling and guidance, emphasizing self-confidence and self-dependence, performs integral and important functions.

7. System evaluation is planned from the beginning, and it is also an integral element in the system.

A communicative system whether in a library or information center must in total be conceptualized as meeting a developmental and continuing need of the patron. Any patron regardless of interest or competency should be able to enter into the communication system at any point and be taken to any other goal-determined point he may wish to pursue. There should be no entry credential or admission standards which must be met by the patron. Such criteria which take the patron at his level of development place upon librarians and information processing personnel the necessity for a level of training and competence in communication methods never before thought necessary in the profession.

Basic Skills: A system of communication and learning for the individual must take into account the fact that certain basic skills have to be learned first. These skills, which include reading, writing, and figuring, along with the knowledge of retrieval patterns, are considered basic because they are essential to the process of continued learning itself. It would of course, be desirable if a system of communication and learning were able to assume that all patrons had these basic skills. But such a desirable situation cannot be assumed especially in general community libraries. In fact, the communication system will have to provide remedial loops (whether self-instructional or tutorial) for many patrons.

If one is serving the broad range of the adult population, the probability has to be faced that some people cannot read painlessly, cannot add fractions, cannot speak standard English, and cannot compose a single written communication. Designing instruction to meet such basic needs takes considerable ingenuity. The materials and methods have to be designed to interest adults by representing problems which are real to life. An example would be the task, in written composition, of "describing to a novice how to fly a kite," as opposed to the task of explaining "what flowers mean to me."

Acquiring knowledge: The general system of education requires that the individual code, organize, and store a great deal of what is called "knowledge." This includes facts and rules which have come down from generations of scholars and investigators, and which must be made a part of what every person knows. Without this kind of knowledge it is difficult if not impossible for the underprivileged individual to place himself in communicative effectiveness with other individuals and with his society.

This kind of knowledge acquisition requires considerable "mental work," presumably of the sort which keeps it organized and related to other knowledge. Individuals of all ages, including college students continually seek ways of avoiding this kind of mental work. They tend to think in terms of already familiar competencies rather than in terms of new knowledge. A common rationalization of college students, for example, is that they prefer classes in which they "discuss issues" (using their already acquired incomplete knowledge) to courses of instruction which require them to "memorize information by rote" (which is a highly inaccurate way of characterizing the acquisition of new knowledge). This tendency to avoid "mental work," however, can be found in everyone, and is not confined to children or even college students.

The basic means used to facilitate the acquisition of new knowledge is an externally imposed organization which will aid retention. This is one of the major uses to which scientific knowledge of learning and memory can be put. For example, formal instruction employs such ideas as the hierarchial learning sequences of Gagne (4), or the "advance organizers" of Ausubel (5), or the use of review questions by Rothkops (6). The tutorial process in library communication, however, remains an area of development lacking direction and innovation. Surely librarians might consider organizing at least part of their collection by outer form categories or by reader interests closely related to contextual considerations of problem solving than to the highly logical and deductive organization of content. Perhaps some adults will have achieved, by this age, some efficient strategies for self-learning such as those indicated by Houle (7).

For some fortunate people, the process of self-instruction can go on with the use of almost any medium--books, motion pictures, television programs. But many adults will not have achieved competence with these strategies, because the school systems are not noted for encouraging self development. The communication system must then provide some external organization to the materials used for learning which will make their contents most readily remembered. Perhaps some of the principles of programmed instruction, those that have withstood the tests of time, could be of great usefulness in the organization of library materials and self-instructional sequences.

Productive thinking: The crowning achievement of a communications system is to encourage and foster a variety of productive thinking activities on the part of the individuals who participate. The most important requirement for such activities is that they be preceded by mastery of retrieval skills, and by the learning and retention of relevant knowledge. It is simply not efficient planning, for example. to consider that a discussion of local law enforcement can be done by individuals who do not have knowledge of the structure and function of local government.

As long as this critical requirement is met, the system can incorporate a great variety of creative and productive-thinking activities. For example, there can be groups devoted to the development of artistic products of all sorts, from pottery to drama; groups whose function is to formulate and test action programs in civic and political affairs; and other groups which conduct seminars seeking to gain new insights and appreciations of literature, philosophy, and history. There appears to be no particular reason for limiting the scope or nature of problems to be considered by well-informed people. The key idea is to avoid the operation of "courses" which, owing to the necessity of meeting the educational needs of everybody regardless of preparation, take the form of simplified chats from which virtually nothing is learned.

In summary, it would appear that the professional logic of systems design and development can be applied to the design of a system for continuing learning. Such a system should serve the needs of individuals who continue to learn beyond the confines of formal degree programs. The basic logic, however, should also apply to formal programs like college instruction if one wished to make the kinds of transformations necessary.

There must be to some extent, a definitive determination of needs, which is possible by a method combining information about needs from the individuals themselves with a projection of trends made by the communications "elite." From such a study, the purposes of the system as a whole could be defined. Once these goals are stated, system design can continue along lines which define subordinate objectives, allocate functions to both human and machine components and outline a plan for operation as well as for a set of techniques for field testing.

Any discussion of purposes, goals, sub-goals and objectives, is really a discussion about levels in the abstractness or concreteness of the statements. General purposes or goals are necessarily abstract. Consequently, they serve to indicate boundaries or limits. The principles however, are applicable to designing a system of continuing education, but the process must be iterative. One time through is not enough. In system design generally, this is not the case. When you go through a procedure once you have a system and do not have to repeat it. In communications systems analysis, the same set of procedures must be applied at several subordinate levels in the system. Each of these levels of analysis requires the same kind of professional logic as opposed to the logic of knowledge generation (8).

This system will contain subsystems devoted to such functions as administration, instruction, patron counseling and guidance, and evaluation. The functions of counseling and guidance in such a system is quite as essential as the functions of other subsystems. Such a function would be a key factor in avoiding the aimlessness of current attempts at "adult education."

Each of these subsystems needs a careful design. The structure of an instructional subsystem must give some attention to the need for "filling in" those basic skills, including numerical computation, tool-using, oral and written communication, that are known to be essential to the pursuit of learning itself. The subsystem must also insure the acquisition and retention of many kinds of previously codified knowledge.

Selecting this knowledge is not a difficult problem for system design in library communications. A plethora of materials exist and the publishing explosion constantly adds materials which have been developed from the problem solving and situational context point of view. The tragedy is that communications systems analysts have not realized the potential of the work of Shores (9) and Shera (10) for the organization of knowledge based upon the model of problem solving.

Systematic knowledge, whether it is looked upon as "facts," "principles," or whatever, is essential to the successful performance of that instructional function which includes creative activity and productive thinking. Such a function, in its many varieties, represents an ultimate goal for a system of continuing learning. The history of education is not particularly replete with attempts to establish goals. The communicatins professions in particular have developed nothing to compare with the seven cardinal principles or goals established by the Hoover Commission.

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GROUP DEVELOPMENTAL TASKS AND VALUES

Librarians have long been familiar with the developmental tasks and values of individuals. Indeed, the reading ladders method of readers advisory service is built upon the developmental growth patterns of the individual to such an extent that formalized reading lists are widely distributed to the average patron. It is not the purpose here to condone such a practice, but only to point out that librarians do not yet generally have a similar appreciation of the developmental tasks and values of the group.

A group is a minimally structured social environment in which the leader may suggest that the members can learn much about themselves, about others and about group behavior by observing and analyzing what happens in the group. The trainer does not take on a leadership role, but offers to help the group use its experience for learning. In a way, a kind of social vacuum is produced. Leadership, agenda, procedures, expectations, usually established by some assigned leader are blurred or missing. Out of this confusion and lack of certainty, group members must build some sort of structure and organization.

A training group should not be considered as a therapy group. Of course learning, growth, change of behavior may take place in both kinds of groups. However, the training group deals primarily with the here and now of personal behavior with little or no emphasis on the past. There is no deliberate attempt made to delve into the unconscious. In general, participants in a training group are assumed to be emotionally healthy and possess the ability for self-actualization. The goals of group dynamics are the objectives of library communication which bring about a sensitivity to group process and individual behavior. The following learnings become internalized and constitute a base upon which the socialized individual can build further growth in other situations:

> Learning how to learn. Each individual learns to observe, and analyze his feelings, attitudes and those of his fellows, as well as his interchanges with other members of the group. He learns to receive feedback.
>
> Learning how to give help. This is the corollary of goal one. In learning how to learn, one also learns how to give help, give feedback, extend oneself to others.
>
> Developing effective membership. This goal depends on the first two, and involves the ability to create a climate of trust and confidence. As individuals learn to observe and analyze their own and colleagues' reactions, they learn to give and receive feedback. The desired atmosphere for further learning is built.

Groups under development almost always initially encounter some sort of problem which results in division or devisiveness. Then in some way participants move not toward complete resolution of the problem or conflict, but rather toward a paradoxical situation which can be handled by the group. The ambiguity and apparent lack of goals in any beginning group creates needs for clarification. A polarity if interest may occur. One part of the group may want a strict, explicit business agenda. Another faction may see only the need to explore feelings and interpersonal relationships. If the group matures, it will move not toward a cut and dried resolution in favor of one faction or the other, but rather to the reality of exploring other possible goals.

In the early phases of the group process, members sometimes deny being a group and engage in a pact to avoid confronting the here and now. Dependency on the trainer must be grappled with and worked through. Intimacy within the group must also be resolved. The goal is to learn about and take responsibility for one's self in the here and now of the interpersonal setting. There are a number of steps in successful group development according to Clark (1):

> One member's behavior is consistently incongruous. (Members see him as not being fully aware of his feelings or reactions or as not communicating those feelings of which he is aware.)
>
> The incongruent member's behavior is reflected back to him by the other members.
>
> Reflections cause the incongruent member to perceive those aspects of his behavior at variance with his self concept. He is in a psychological "crisis".
>
> There is a new integration by the incongruous member if (self concept enlarges to include new reality):
>
> > Reflection comes from the members he perceives as congruent.
> >
> > He perceives the group as being empathic and having positive regard for him.
>
> When the member's behavior changes in line with his new integration, he becomes more congruent. Sequence begins again.
>
> Each time the sequence recurs it involves more people who are becoming more congruent. Deeper feelings are experienced, amount of time spent in present increases.

The group experience is usually conceived around diameters or perceived as being a series of dyads. Early in a group's life, the members often refer to the group as the conglomerate "other". Each member tends to deal with the whole group as if it were the other half of a dyad with each component existing as a diametrically opposed focal point. As a result some additional conditions may recur:

> When the incongruent member changes his behavior his new behavior causes negative feelings in other members.
>
> They have helped bring the new behavior about by acquiescene or active confrontation and now feel negatively toward it. They have a psychological "crisis".
>
> Members then either deny the previously incongurent member's changed behavior or react negatively to it, thus behaving incongruously in regard to their earlier behavior.
>
> Someone, member or trainer, communicates the new incongruity to negatively behaving members.

The factors which foster improving behavior are congruence, empathy and positive regard. The expression of true feelings and the receiving of another's real feelings about the self are both essential aspects of growing groups. Videotape recordings are often used to highlight aspects which are otherwise denied or to bring more subtle aspects into awareness. Behavior and attitude patterns which have been learned in the members earlier life may be exhibited in the group. When seen as inappropriate and/or unnecessary at present, this facilitates the learning of newer, more appropriate behaviors.

A group can assemble and continue in existence for a number of reasons. These reasons may include any or all of the following needs as well as others: to identify with others working on a similar problem; to define reality by testing how many participants need to see something the same way for it to become real; to experience the learning involved in a leadership role. Whatever the initial motivation may be, Lifton (2) enumerates a number of characteristics (objectives) that are typical of mature groups:

> An increasing ability to be self-directed (not dependent on leader).
>
> An increased tolerance in accepting the fact that progress takes time.
>
> An increasing sensitivity to their own feelings and the feelings of others.
>
> Marked improvement in the ability to withstand tension, frustration, and disagreement.

A perception of the common denominators which bind the group as well as areas of individual difference.

A better ability to anticipate realistic results of behavior and to channel emotions into more socially acceptable ways of expressing these emotions.

An increased ability to change plans and methods as new situations develop.

A decrease in time needed to recover from threatening group situations. Peaks and valleys of emotional group crises become less pronounced.

Increased efficiency in locating problems, engaging in problem solving, and providing help to individuals as needed.

A willingness to face one's own responsibilities and to assist others when help is needed.

An acceptance of the right of the other person to be different.

After some initial success has been met by the group, it may become self-satisfied or complacent. There is a considerable tendency towards a comfort level and the group may linger in this "honeymoon" period. Inevitably, one or more members will challenge the group with the fact that it is on dead center. The group may then polarize about those who want to maintain the comfort level as opposed to those who begin to rock the boat. However, no clear cut resolution occurs. But the group, as it matures, begins eventually to deal with the problem of moving into the unknown while still hanging on to some sort of group security or comfort.

There is a polarity between the functions of group maintenance and member self-maintenance. This is a common problem in many groups. One faction contends that, for the good of the group, individuals must sacrifice personal privacy to some degree. Another faction argues that individuals have a right to resist demands made by the group. Once the whole group has worked out some compromise on this issue, group demands will be regarded decreasingly as threats to individual rights. In recognizing that compromises have succeeded, individuals become more trusting of one another and feel less fearful of group pressures.

One theory of group development maintains that two major areas of internal uncertainty or obstacles to valid communication are common to and important in all group meetings under a given set of environmental conditions: the way we view authority or power in our culture and, the way we interrelate with others. The general framework in which the group operates is stated by Bennis (3):

The core of the theory of group development is that the principal problems or issues the group must solve are to be found in the orientations toward authority and intimacy which members bring to the group. Rebelliousness, submissiveness, or withdrawal, as the characteristic response to authority figures; destructive competitiveness, emotional exploitiveness, or withdrawal, as the characteristic response to peers, prevent consensual validation of experience. The behaviors determined by these orientations prevent the setting and clarification of, and movement toward, group-shared goals.

Apparently, all communications groups become involved at some point or other with these two major phases of personal development. The participants fluctuate between dependence and interdependence. While the following points are displayed in linear array, the events in reality are on-going, repetitive and cyclical in nature.

DEPENDENCE PHASES:

Dependence-Fight: Group members initially do not know what to do about leadership problems. They attempt to use past experiences with leadership to guide them and find it difficult to deal with what is actually going on in the group. The general climate reveals a strong yearning for leadership. There are many leadership bids, but dependent members predominate.

Counterdependence-Fight: Most group members are upset with the leader-trainer. He is bullied an/or ignored. There is much unsuccessful jockeying for leadership. Real conflict develops between those who wish to impose structure and those who do not. Counterdependent members are most active.

Resolution-Catharsis: A new force which has been inactive and ineffective until now (the independent members) begins to emerge. The group may be rapidly approaching dissolution because of the struggles between dependent and counterdependent members. But the turning point arrives when independent member(s) directly challenge the leader-trainer. This challenge somehow frees the group to look at what has been happening, and brings about a resolution of the authority-power problem. Members begin to feel a mutual responsibility for the fate of the group and tend to develop a sense of solidarity.

Interdependence Phases:

Enchantment-Flight: As a result of success in catharsis, a state of euphoric interpersonal relationships emerge. A great deal of happy, even giddy, socializing takes place. But eventually the feeling that all is well and that everyone loves everyone else is seen to be merely illusory. The group begins to split apart again. Unexpressed hostility and unresolved issues cause individual members to seek out "compatable" sub-groups.

Disenchantment-Fight: The degree to which intimacy should be the basis of continuing group life now becomes an issue. Some members demand complete love and trust. Others withdraw from any emotional commitment. Fear of rejection and the loss of self-esteem appear to be the underlying elements. Uneasiness, statements of hostility and unconcern about the group become the explicit relationships.

Consensual Validation: In many groups an initial agreement may have been reached to end the sessions at a certain time in order to evaluate the roles of each participant. In this process the role of the independent participant is important. It may be his request for an evaluation which propels the group into validation by consensus. It is these realities which can move the group into the phase of validation.

In any event, at this stage of development the barriers to communication begin to collapse. Participants begin to accept each other's differences without judgement. While conflict in the group may still exist, members begin to perceive that it is a difference over issues and not over individual emotional reactions to those issues. Participants begin to understand that it is possible to arrive at a consensus without the obsessive need to strive for unanimity.

Beneath the manifest or overt behavior (verbal or nonverbal) in the group, there is a hidden agenda or level of meaning which is largely unconscious and to which the overt behavior is related. The hidden agenda tends to be a common and shared group problem or tensional state which may be reflected in the group's interactive process. Close observation is usually necessary in order to perceive the hidden problem. Sometimes the content of the discussion may be the best clue as to what issue is uppermost in participants' minds when they find it difficult to confront the issue directly:

Content	Process
Talking about problems of authority back home may mean that:	... there is a leadership struggle going on in the group.
Talking about how bad group meetings usually are at the library may mean that:	... members are dissatisfied with the performance of their own group.
Talking about staff members who don't really help anybody may mean that:	... there is dissatisfaction with the leader or trainer role in the group.

When observations are made on what the group is talking about, the focus is upon content. When observations are made on how the group is handling its communication, i.e. who talks to whom for what purpose and how long, the focus is upon process. Most topics about the "back-home" situation emphasize the content: "what is good leadership;" "how can I motivate my subordinate;" "how can we make meetings more effective." In focusing on group process, participants are looking at what the group is doing in the "here and now." The group is concerned with how it is working in the sense of its present procedures and organization.

One of the easiest aspects of group process to observe is the pattern of communication. The kinds of observation made give clues to the important things that may be going on in the group such as who leads or influences whom:

Who talks? For how long? How often?

Who do people look at when they talk?
  Single others, possibly potential supporters.
  Scanning the group.
  No one.

Who talks after whom, or who interrupts whom?

What style of communication is used (assertions, questions, tone or voice, gestures)?

Behavior in the group can be viewed as to what its purpose or function seems to be. When a member says something, is he primarily trying to get a group task accomplished? Or, is he trying to improve or patch up some relationships among members (maintenance)? Or, is he primarily meeting some personal need or goal without regard to the group's problems (self-oriented)? As the group grows and participants' needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. Thr following behaviors help a group achieve its tasks:

Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

Seeking information or opinions: Requesting facts; seeking relevant information about group concern; asking for expressions of feeling; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas.

Giving information or opinion: Offering facts: providing relevant information about group concern; stating a belief about a matter before the group; giving suggestions and ideas.

Clarifying and Elaborating: Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group.

Summarizing: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.

Consensus Testing: Asking to see if group is nearing a decision; sending up a trial balloon to test a possible conclusion.

There are other roles, however, which help a group patch up and maintain relationships among participants. These types of behavior are relevant to the group's effort to remain in good working order; having a good climate for task work; and good relationships which permit maximum use of member resources, i.e., group maintenance:

Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.

Gate Keeping: Helping to keep communication channels open; facilating the participation of others; suggesting procedures that permit the sharing of remarks.

Compromising: When one's own ideas or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in the interest of group cohesion or growth.

Standard Setting and Testing: Testing whether the group is satisfied with its procedures or suggesting new procedures; pointing out explicit or implicit norms which have been set in order to make them available for testing.

Every group needs both kinds of behavior and must work out an adequate balance between task and maintenance activities. The processes indentified above deal with the group's attempts to work, and to solve problems of task and maintenance. But there are other forces active in groups which disturb work and which represent a kind of emotional underworld or undercurrent in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with, or are destructive of effective group functions. They cannot be ignored or wished away and must be recognized. Their causes must be understood. As the group develops, conditions should be created which permit these emotional energies to be channeled in the direction of group effort. These elements of the hidden agenda include:

The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

The problem of goals and needs? What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

The problem of power, control, and influence: Who will control what we do? How much power and influence do I have?

The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other? How can we achieve a greater level of trust?

The hidden agenda phenomenon in a group is real. Indeed, it may have a greater reality than the conversational mode. These hidden intentions are revealed by the "leakage" phenomena of nonverbal behavior. Response to the underlying problems is distributed in certain patterns:

Dependency-counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer.

Fighting and Controlling: Asserting personal dominance, or attempting to get one's own way regardless of others.

Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.

Pairing up: Seeking out one or two supporters and forming a kind of emotional subgroup in which the members protect and support each other.

There are many behaviors which can be observed in a group and upon which inferences about the internal states of the adaptive control organism can be made. Groups are making decisions all the time. Some of them are being made consciously and in reference to the major tasks at hand, some of them without much awareness and in reference only to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided on, and in order to assess whether the consequences of any given methods are really what the group members wanted. The following ploys or methods may serve as cues that a decision, albeit inappropriate, is being made in the group:

The Plop: "I think we should introduce ourselves" ...silence!

The Self-Authorized Agenda: "I think we should introduce ourselves, my name is Joe Smith..."

The Handclasp: "I wonder if it would be helpful if we intoduced ourselves? "I think it would, my name is Pete Jones..."

"Does anyone object?" or "we all agreed!"

Majority-Minority voting: Which represents almost the absence of any common understanding of a problem.

Group decisions are difficult to reverse. When someone says, "Well, we decided to do it, didn't we?" any budding opposition is invariably squelched. The decision can only be reviewed and if necessary rectified when it is reconstructured. An understanding of how the decision was originally made must be redeveloped among participants. Tests must be taken as to whether the method previously employed was appropriate. Consensus testing is a genuine exploration of the opposition in order to determine whether opposition is strong enough to impair eventual implementation. Complete unanimity is impossible, but compromises should be worked out until there is essential agreement by all (e.g., "Let's see where everyone stands? What do you think?")

A "successful" solution has at least two characteristics. It is shared by all participants. It is a common solution. Fear and anxiety are lessened by the solution. The primary goal (unconscious) of the solution is the reduction of tension, an objective scarcely attainable through parliamentary procedure. The group situation consists of the opposing force and counter-force in a state of disequilibrium at one given moment. This shift is based on the manner in which individuals react to the relative intensity of disturbing or reactive motives at any given moment. Each member experiences the solution differently and therefore participates differently. The immediate equilibrium constitutes a stimulus situation which elicts overt behavior from some other members(s) of the group. The basic observation unit and/or "counseling" unit (information surprise) in a group is that unit of group life which encompasses the period during which a single disturbing and reactive motive dominates the group situation and terminates in a successful solution.

The basic information surprise unit (teachable moment) of group life is that which encompasses a solution pattern pursued to its successful conclusion. A group theme comprises a series of group focal conflicts and solutions linked by the same or similar disturbing motives. However, as the group is able to develop enabling rather than restrictive solutions, there is increased directness of expression among the members. Enabling solutions have a freeing effect. They give to the members a greater possibility of expressing their impulses more directly.

A disturbing motive may sometimes be the most "stable" aspect of a group situation because it is almost often related to the basic needs of its members. When restrictive solutions begin to predominate, there is a movement away from direct expression. Restrictive solutions indicate a heightened anxiety and fear. Normally there is a back and forth movement within the same theme. At times the experience of enabling solutions will intensify fear among the members, and as a result, restrictive solutions will quickly appear as a response to the mounting anxiety.

Whitaker and Lieberman (4) maintain that there is a close relationship between the end of one group focal conclict and the beginning of the next. The group situation, or equilibrium, at the close of a solution heavily influences the events of the next. If a solution is voted on which emphasizes the distrubing motive, the restrictive solutions and greater emphasis on reactive fears. If a session closed with an emphasis on the reactive motive, the next will be marked by reduced anxiety and the establishment of solutions which cope successfully with reactive fears.

The movement from one theme to another occurs when an enabling solution has been reached which permits enough freedom for a new disturbing motive to be expressed. A happy solution to one problem gives the group the courage to face a new problem. This movement also occurs when a restrictive solution is so constituted that the satisfaction or expression of the prevailing and disturbing motive is totally blocked. As a result the group drops the issue but without solving it. It then goes on to another. However, a theme which has been dropped will appear later because until a solution to it is reached the group cannot achieve healthy participation.

All groups develop and create their own shared standards and guidelines for the behavior of individual members. This is the group culture which defines the relationship among the members, between the members and the librarian as well as the acceptable content and acceptable modes of interaction. The group culture is isomorphic with the totality of the successful solutions to the group focal conflicts. It is important that the leader/trainer recognize the group culture, because it is within this culture that any information surprise takes place. A group culture can evolve and change, but only if a solution to a focal conflict is changed. The solution results when two opposing forces, wish and fear, are held in equilibrium. It is only by changing either the disturbing or reactive motive that a solution can be changed. A reduction of fear, paves the way for a new solution.

The successful solutions appear to constitute an important aspect of any group's history. The development of a group from its inception to its termination is characterized by the recurrence of of basic themes under progressively expanding cultural conditions. Basic wishes tend to diminish. As they diminish the solutions change and give greater freedom for gratification. As a result there is less external control; and greater freedom is available to be one's true self.

The experience and behavior of the member in the group process are concerned with his reactions to the group situation, his impact on group events and the manner in which he experiences and conceptualizes the group therapy experience. The individual's reaction to the group situation is substantially conditioned by his own personal situation at the moment of entering the group. He has already developed a repertory of habitual solutions which he has made use of to cope with personal focal conflicts. Some of these solutions are maladaptive in character. These may enable him to cope with his anxiety, but at the same time they limit his freedom and exact some personal cost. Such maladaptive solutions are due mainly to an unusually strong reactive motive or fear.

At one time, the habitual solutions may have been sufficient to cope with his reactive motive. They are no longer functional. The individual may want to maintain these solutions because he has survived with them. Yet, at this moment, he may fear that they are demanding a very high personal cost or they might no longer be adequate to cope with his fear. He becomes ambivalent about these maladaptive solutions and seeks out, or is motivated by the librarian counselor to seek out group experience.

In the interaction of the group working its way through the successive group focal conflicts, the group's conflicts and solutions will bear some relevance to each participant's personal concerns. Perhaps the covert shared wishes or fears in the group are like his own. This constitutes a definite threat to the individual who will attempt to relieve his anxiety by rendering the group environment viable. His initial efforts consist of attempts to make use of his personal habitual solutions. Such attempts, however, are rarely successful and, if so, only temporarily. If he cannot operate on the basis of habitual solutions, he will seek other ways to establish viable conditions in the group. Such conditions may not provide maximum rewards but they do constitute a tolerable environment. This is a compromise. If he cannot make the situation viable, he will try to take flight, physically or psychologically.

It is assumed that each member of the group experiences and conceptualizes the group situation in a highly personal way, rarely touching the group-level aspect. Each member of the group exerts an influence. However success in influencing the group is not associated with interpersonal skills or leadership traits. A person who had no leadership skills might be highly influential under appropriate group conditions.

The individual comes to the group with his own conflicts. Some of his solutions are maladaptive and handicap him. Hopefully, in and through the group process he achieves a less painful existence, learns new behaviors and learns to think of himself and others in new terms. In the group process, the individual may experience personal conflicts which relate and touch the deeper conflicts to which he has found over the years various maladaptive solutions. He maintains these solutions because he believes that disastrous consequences would follow if he gave them up.

The solution to a general focal conflict is a shared or common solution. All members must have accepted it at least for the time being. Guidelines and boundaries have been set and accepted by all. This offers the individual some security. With this kind of safe-feeling the individual may venture to test his need for maintaining old maladaptive solutions.

A group situation is somewhat different from the real life outside the group where an individual is not always given such security. The group gives the individual an occasion, or atmosphere, to experience what he can do to survive without making use of his habitual maladaptive solutions.

It may not matter to the individual whether the group solutions are enabling or restrictive. The important factor is that group solutions offer temporary security while the individual participant gains insight. Insight rarely occurs unless new information about his feelings, behavior, and relationships becomes available to the participant and unless he is prepared to utilize this information. A new perspective on himself and his relation to others is required.

Insight from observing others is possible because of the common and shared element in the group focal conflict. Others "explain" to him how they see and understand his behavior and experience. Because of the basic common element in the focal group conflict, interpretation need not be directly aimed at one person in order to be useful to that particular individual. Interpretations are not always useful to an individual, especially if they occur as part of a group solution. Some interpretations can take on the aspect of a scape-goat process.

Feedback is usually accurate, but may not always be acceptable and thus usable by any one individual. However, by noting his own reactions and comparing them with others', the individual may become aware of the special way in which he makes an impression on the group. He may eventually come to recognize the specific character of his fears and thus clarify his attitude toward a current group solution. Extended periods of self-exploration are most likely to occur during the development of enabling group solutions.

Growth benefit is limited when an individual participant is consistently silent. He may gain some insight through the observation of others and their maladaptive solutions (perhaps similar to his own) and thus experience deep feelings within himself. He can also get some insight as others give him feedback or interpretation. His consistent silence, though, limits the insight-value of feedback and interpretation. He will have difficulty in testing the reality of his fears or the necessity for changing habitually maladaptive solutions.

However, few participants are consistently silent; nor are they consistently successful in maintaining habitually maladaptive solutions. One of the contrasts between group and individual counseling sessions is that the group setting exposes the individual to a more shifting and unstable environment. In the group, relatively stable accomodations are less likely to occur because the several members of the group are less likely to achieve an enduring and mutually satisfactory accomodation.

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LIBRARY GROUP ACTIVITY

Group work is communicative process employed for such purposes as to reach decisions, to come to agreement or group action, and to provide a learning opportunity for individual participants. The group process is a unique learning experience because all participants are involved in both the teaching and learning enterprise. Librarians sponsor group activity for all of these reasons. But since they also operate on the principle of taking people where they are at any educational or interest level, the librarian's organized group activity may grow out of "bull sessions" or the enjoyment of conversation or discussion for its own sake.

Librarians may be adept at readers advisory and reference work where the individual reads a book, sees a film or listens to a lecture. But in these instances, the patron is interacting only with the ideas presented; whereas in the group process the participant is also interacting with other members as well as the leader. Communication through the group process is a more complicated situation, involving cooperative effort and self discipline.

In group work, the quality of the communicative process is primarily determined by the leadership, the group and the content. There are of course other elements outside the group, and over which it has no immediate control, which also effect communication such as the climate of thinking in the community as well as local and national attitudes towards freedom and inquiry. In any event, each of the major components function not in isolation but in a dynamic interrelationship with one another.

Although the group is not the only situation in which learning can and does occur, it is unique in one important respect. In formal learning situations, the individual and the material from which he learns are the only components required, and the learning consists of direct communication between the two. In the group, on the other hand, other people are involved. Not only are there other members present but leadership of some kind is also essential. While the person reading a book, seeing a film, listening to a lecture, is interacting only with the ideas presented, the member of a discussion group is also interacting with others and with the leader.

Powell's work, Education for Maturity (1), still stands as a basic reference for librarians with an humanistic orientation to the benefits of group work and how discussion techniques can be employed. The group experience is one which helps a person to respect himself in his relations with others and strengthens the social maturity of his personality. There is active growth within the group, because all members can contribute to the growth of every other member. The group process modifies all the members, while at the same time the process is controlled by the members. Individual growth is not so much learning about things, as learning to enjoy and understand what the individual already knows. Individual members talk, think and work better in groups on the basis of ideas and materials posessed in common. People can enjoy the art of intelligent conversation and improve their ability to think.

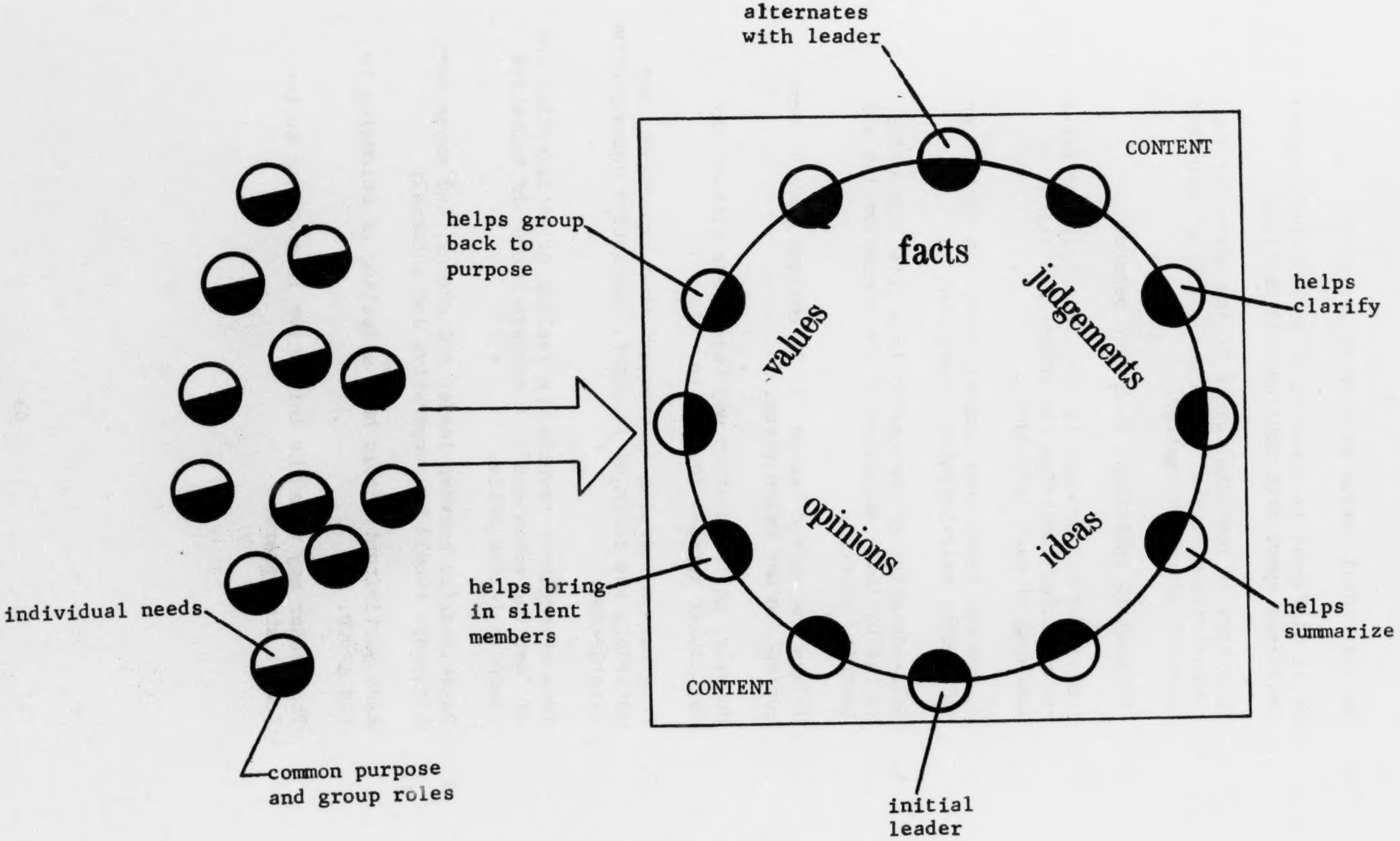
The personalities of the members determine the nature of the group relationships, and the presence or absence of individuals is a direct influence on the group process. In the beginning, the group is somewhat similar to a formal class in its dependence on the leader and in the lack of knowledge about and suspicion of their fellow members. Gradually the members come to recognize each other as persons and enjoy being together. The leader appears now as more of a resource person than as an authority symbol. Eventually the group activities and the statements of the authors read, take the center of attention. The leader becomes a full member of the group, not an outsider. The group members play an important role in the character development of each participant. The group is a more powerful agency of transferrence than the leader. Participants in such a group learn not only about themselves as people, but about other people in reference to themselves.

By adding a group dimension to its programs, the library can move from being a passive community resource to an active communications agent. Librarians, with their traditions, resources, and educated personnel are the appropriate and logical agency to sponsor group study, especially as group study tends to be oriented to communications media. More particularly, the group study program can deepen and enrich the group effectiveness of the library staff. Powell maintains that libraries were founded on the faith that their presence makes the community better. Librarians accomplish this objective through the medium of books and other materials for learning. The principles which Powell enumerates are common to the traditions of library and information science and can be listed as follows:

1. Communication starts at the point where the patron is:

   The "point" is determined by the nature of the thing to be communicated and by the nature of the experience, ability and viewpoint which the patron has previously acquired.

   Within the same group, some patrons learn much and others little, though all participants may be exposed to the same general communications stimuli.


alternates with leader
CONTENT
helps group back to purpose
facts
judgements
helps clarify
values
opinions
ideas
helps bring in silent members
helps summarize
individual needs
CONTENT
common purpose and group roles
initial leader

2. An individual learns as a whole organism:

   It is difficult to conceive of purely intellectual learnings apart from feelings and emotions.

   This view of learning points to the necessity for communication to the "whole man", rather than mere segments of subject matter.

3. Learning is individual with each person:

   Individual differences in age, ability, experience and training condition the amount and extent of learning of each individual.

   No one can learn from someone else. It must be an individual self-learning experience.

4. Self-education of the patron in a total situation is the ultimate objective of the communication and learning process:

   Unless the patron learns, it is obvious that no communication has taken place.

   However, self-education may take place without any particular imposed leadership.

5. Progress in learning is greatest when experiences and materials are arranged in short, cumulative communicative experiences:

   This arrangement results in a feeling of satisfaction and of "getting somewhere". A certain amount of tentative planning is desirable.

6. Relationships between leader and groups, and among participants should be cooperative and informal:

   Each participant should have a feeling of belonging to the group.

   The leader may take the initiative in creating an informal atmosphere.

7. Evaluation of progress in communication can be made on the basis of:

   Deepened understanding.
   Improved skills.
   Choosing new and more valuable purposes.
   Improved ways of living as reflected in changed attitudes, individual lives, changed homes, and changed communities.
   Stimulation to broader and more effective thinking.
   A feeling of satisfaction and progress by the patron.
   New and useful information acquired and utilized.

In addition to the principles of communication, the methods of interface are imbedded in Powell's work which Lee (2) and others in the American Heritage Project made explicit. These techniques are given a theoretical foundation in the literature of group dynamics (3) and communications (4). A few preliminary guidelines can be summarized in the following listing which serve as "conversational" techniques to keep a group in working order:

1. Be warm and friendly, listen carefully to the views of other members, praise helpful contributions of other members:

   "I'll buy that."
   "It seems to me Joe's suggestion might work."

2. If disagreement threatens to halt the group's progress toward the goal, try to suggest a compromise:

   "Perhaps Bill and Harry are not so far apart as they seem to be."
   "I wonder if this idea might be acceptable to both sides...."

3. When you are wrong admit it. If the point you have been maintaining is extreme and untenable, concede it. If you find yourself at one extreme in a deadlock, even if you think you are right, try to give in a little so that the other fellow may be willing to give a little too.

4. If tensions are high, pour a little oil on the troubled waters. A laugh may clear the air.

5. Help other members get into the discussion:

   "Wait a minute. Sam wants to say something."

> "Maybe if we limit the length of our remarks, everyone will have a change to participate."

6. If the group has high standards of work, help uphold them. If not, help raise them:

   > "It seems to me we aren't making as much progress in this meeting as we usually do. I wonder what the trouble is?"
   > "I wonder if we couldn't find some ways to make our meetings more successful."

7. Suggestion **sheets, an oral evaluation or an observer can** often provide helpful suggestions or point out difficulties.

A group can be considered a communication system. A message from one member stimulates feedback from the others. In a runaway system discussion can take off in any direction and subsystems may develop. When there is a person guiding the discussion, keeping it on the track toward certain goals, this is similar to the control factor in a cybernetic system. There is a boundary between the group and the rest of the environment even though the outside world affects what goes on within the group. The parameters of the system are the environmental factors limiting the group such as time limits or limits on the knowledge of the group. New information from the environment has effects on the group and may be in the form of new knowledge or skills which will change the attitudes, goals and behaviors of the group.

Intragroup Communication:

Communication within the group is affected by the various backgrounds and experiences of the group members. What may mean one thing to one participant may mean something else to another. Lack of clarity may impede messages from being decoded properly and limit the progress of the group. To communicate successfully, the group members must come to learn the codes used by the others. When the members understand each other and when they share knowledge of the same code, successful communication can take place. There are a number of ways in which librarians could use their potential educational powers to teach groups practical skills which will help participants discover themselves and grow in emotional strength and self confidence.

In a group, every member should take his turn at being the source. The other group members are the receptors of any messages originated by the source. The source may have several ways of coding his message. His speech is one means. What he says is heard by the other group members, assuming they know the code. The tone of voice is another code.

By this means one can tell the mood of the speaker, or whether the speaker is serious or joking, excited or calm. The emphasis which the source puts on his words is another way in which meaning can be signified. The facial expression and gestures, even the posture of the source give additional clues to the intended meaning. All must know the code. A discussion leader with a group of teenagers must understand the slang of the young. A leader working with a group from the ghetto area must speak their language and know their vocabulary.

Not only can people learn from teachers and materials, they can learn from discussion with peers. They may not always learn skills, but they will learn empathy, self confidence, and increased understanding of themselves and others. Through talking with others, they can see that others have the same problems. They gain sympathy for others. They can work together to solve problems held in common. With an understanding group leader, who encourages people in his group to speak out on what they think, and treats them as intelligent human beings, group members can grow in self confidence and feel that they have worthwhile ideas. The chance to talk out problems and grievances with likeminded people, without fear of being rejected, is a valuable experience.

The first meeting of a discussion group is an important one. It sets the emotional tone of the entire series. The impression the group members gain from the first meeting will determine whether they will return (2). The people that make up a group are an important factor. Learning seems to be more effective in heterogeneous groups than in homogeneous ones (5). A variety of people bring more to learn from each other. Several variables will influence the direction of a group, as for example, ages of participants, sex, size of the group, and the tasks the group is trying to accomplish (6).

An important factor in the success of discussion group work is the leadership. The leader, whether a member of the library staff or an outside expert, must be chosen carefully. Considerations include the leader's attitude, his subject knowledge, personality, ability to listen, sense of responsibility, and adequate time to train and prepare himself for the meetings (2). The leader initially helps to keep the the discussion on the subject, makes occasional summaries (i.e. hypotheses or soundings for depth and directions) and encourages general participation (7). The participatory leader facilitates discussion and contributes to the task solution. The supervisory leader may direct and guide the discussion, but on the other hand does not contribute to task solutions. The group led by a participatory leader seems to have a greater quantity of output, while the other type of leadership leads to higher quality of output (8).

As the group members mature together, communication should steadily improve. Interaction of members both in verbal and non-verbal forms affects groups structure. As the group members get to know and feel comfortable with each other, they will communicate more freely and not hold back. The feeling of being threatened will decrease (9). Feedback represents the heart of oral communication. Feedback occurs when one participant initiates a comment, followed by a comment from any other participant, which in turn stimulates another comment from the first speaker. A large part of the discussion is of this form in an attempt at clarification leading to agreement (10).

A cohesive group seems to learn better and work better together with maximum participation. Individual participation helps shape an active mental outlook and increases the ability of each person to think independently, logically and critically. Practice in participation develops in an atmosphere of mutual help (11). The fact of participation, not the amount, is what is important (12). The effect of group work on the individual is really the reason for any educational activity. The influence and pressure of other group members has often been successful where other methods have failed. To gain the approval of one's peers is a greater motivation than approval of a teacher and affects the depth of subject matter learned (13).

The underlying emphasis in group dynamics is the role that the human factor plays in the educative process. In this view, education must be concerned with human relations (14). Group dynamics assumes that there is a group entity, above and beyond the separate entities of the individuals making up the group (15). However, this does not mean that the individual submerges his personality in the group. In a healthy situation, the individual is encouraged by the group to retain his individuality and helped to realize that divergent views contribute much more than does conformity to the learning experience of the group.

The leader of course needs considerable skill and confidence, and a more thorough subject knowledge than is needed in most other teaching methods. In other words he must be a good librarian. He must be able to create and maintain an atmosphere conducive to group growth. Learning takes place as individual needs are met and becomes an active process rather than passive absorption. Group dynamics can successfully be used with all age and grade levels and with groups of different sizes (16).

Group dynamics in operation is characterized by a relaxed and informal atmosphere in which all are encouraged to think out loud. Group members take responsibility for each other and place an emphasis on cohesiveness. There may be no formal assignments or required readings. Participants are encouraged to read whatever they find meaningful. Each member of the group becomes a teacher. Leadership shifts spontaneously with discussion. Members of the group evaluate each other with all having an opportunity to do so. Like any good librarian, the leader becomes a resource person and the creator of an atmosphere wherein learning can take place (17).

Training groups help prospective and current group workers learn how to improve their group skills. The members of a training group learn a diagnostic and experimental approach to the improvement of group work: sensitivity, diagnostic ability, and action skills. The emphasis in group training is on the helping skills: setting up an agenda, helping group members work through conflict, testing for group consensus at any given time, supporting new members, assisting a group to clarify where it is in a problem-solving sequence, and increasing other members' willingness to express frank opinions. A librarian working with groups of the undereducated, will soon find that these people are lacking in group discussion skills. It will be up to the librarian to have the requisite knowledge to handle groups effectively for learning.

The purpose of group activity is to provide members with the opportunity to improve their group skills, and to be better group participants. The discussion deals with any problems which may come up in the group with a focus on the present. The group considers only those things that arise within the group, they do not take topics or problems from outside. A healthy group does not fasten on the psychological problems of the members, but on their social skills and how each participant relates to other people. This function might be of especial value to librarians, who do not have a widely known reputation as experts in social relations.

Discussion may initially grow out of a sense of group dissatisfaction. Some problem or inadequacy on the part of a member in his role as a group participant maybe the precipitating cause of group activity. The member wants to know what can be done, and the problem is put to the group. For example, the librarian participant may be having difficulty in relating to some groups because of their cultural differences. The second step is the selecting of new behaviors. The member must come up with practices different from what he has been using. New ideas may be suggested by books or other materials, or by suggestions from the other members. Perhaps a change in attitude may be necessary. The librarian may have been too condescending, causing resentment or perhaps he was uneasy in front of the group.

In order even to meet the traditional aims and objectives of service to patrons, the librarian has to be as expert in group dynamics as he is in interviewing and counseling. Group members are equals. They are intelligent human beings and as capable of establishing their goals and methods as each of them are in an individual interface with the librarian.

The group offers opportunities for practicing new behaviors. Role playing may be used to heighten other viewpoints or to emphasize the value of listening. Others may need to practice being the chairman in order to gain confidence. Other techniques including process observers; and tape recording playback of discussior provide for feedback so that participants can obtain evidence of the results of new behaviors in the group. The results can be integrated with participant experience both in a generalized or applied manner.

Individual growth and skill in group behavior can best be learned in groups. On the one hand, there is the shared support of the members of a training group and on the other added resources. A variety of individuals working on a problem will come up with a variety of answers. The group serves as a laboratory in which a person can observe himself in relation to others, and get frank statements about his success. There is also the advantage of immediacy. New behaviors can be practiced as soon as suggested, and confidence is gained to try out new behaviors on the job.

The learning process in groups usually follows a pattern. At first, the group clarifies its expectations and the general nature of the group program. Soon there maybe a conflict over goals and with the expectations of group members. This conflict may become evident in resistance to the initial leader and to other group members. However, the factional conflict is followed by a "golden glow" as the group begins to make progress together. As the members get more deeply involved, there is more productive work.

The training activity itself is what leads to productive results. Activity consists of studying on-going group behavior, learning through specially planned situations, and the relating of this training to job experience. Studying group behavior involves such factors as trainer comments, occasional process analyses, diagnostic periods, use of a group observer, practicing service roles such as a chairman, use of tape recorders and role analysis. Learning through planned situations may be accomplished through study exercises, role reversal, case analysis, experimental demonstrations, and skill practice sessions. The real purpose of group training, relating training to job experience, can be realized through sessions on applications, situational diagnosis, problem centered and role centered sub-groups, interjob visitations, and observation and reporting sessions.

The role of the trainer is to help the process along and foster learning about group behavior. When he is not a full member of the group, the leader must keep some membership in it to be effective. He serves as a guide, plans activities, and guides it during evaluation. The trainer is always open to change. He is comfortable with people and exhibits a desire to help.

Evaluation cannot wait till the end, it must operate throughout the program. In the beginning goals need to be defined. Just what are the librarians to accomplish in their training. Data must be collected during the program. This can be done through observation of the groups and observation of their performance when they are on the job, through interviewing participants and their job associates, or through filling out questionnaires and rating sheets. It would be interesting to have groups led by participants with group training compared with groups led by librarians without group training in order to see the differences. Although training as teachers may not be needed, librarians must understand the learning process and how to assist communication in contexts other than the dyad in which traditionally they appear to have made a contribution. Often accustomed to working out problems by themselves, librarians must become accustomed to problem solving in groups. Group training with other librarians, pointed specifically at library group situations, can be of great help in preparing librarians to meet new responsibilities.

Volunteer Recruitment:

In order to assemble a group, the librarian must first recruit participants. Various means may be used to call attention to the library's group programs like television and radio announcements, and newspaper articles. Some effective ways of reaching lower income areas are to contact unions, put posters in public places like supermarkets, put notices on bulletin boards of housing projects, using city directories for direct mail. Most effective, however, is personal contact and invitation (2).

Recruiting can never be a mass enterprise. It is highly specialized. Much attention must be given to detail. Each person is an individual and should be treated as someone having important differences from every other person. Names of potential members simply as names are practically worthless. Other pertinent facts must be discovered: age, economic background, special interest, abilities and skills, memberships in other organizations, activities in the community, friends and business associates, political affiliations, occupation.

Recruiting should be as decentralized as possible. It is much easier to work in a neighborhood, social circle or business firm, where enthusiastic endorsement of the library or its programs carries weight. Names of potential members should be assembled for contact on the basis of related interests. If an individual must be invited into membership by a personal letter, see that it is signed by someone known to him or by someone whose invitation carries weight with him. In any event, there should always be a personal follow-up by telephone or an invitation to a meeting.

Personal contact is the best approach. Telephone a potential member and ask for a personal interview. No methods has ever been found to be more effective than a fact-to-face contact. Personal conviction about the library is evident in the tone of voice, facial expression, choice of words. Any sales talk should be personally adapted to the response of the prospect. Through it, he can be moved to immediate action.

If a personal contact is impossible, there are other methods of approach. However, always be sensitive to the feelings of the person you are trying to attract. Know his interests, likes and dislikes, friends and foes, and act accordingly. The prospective member can be invited to any of several meetings. If possible, call up and ask him to attend the next meeting with you personally. When he arrives at the meeting, see that he meets many others and that he has a pleasant impression of the library. Familiarize the prospect with other types of activity in the library.

Send the prospective member publications that will interest him and tell him about the library and its activities. Do not send him too much--just enough to intrigue and make him want more. Invite him to some social festivity. All members need to work together to see that everyone is interested in the library and active in its work. Keep an up-to-date census of individual participants by keeping: (a) data of their activities, interests and time on a membership card; (b) records of participation up-to-date; (c) semi-annual interviews with individual members.

Such an inventory of individual members makes possible a continuous evaluation of the possibilities for members to participate as they are interested in doing so. It checks on dissatisfactions, and gives the participants a feeling that they are important to the libraries.

1. What things about the library have you found to be good and useful to you?
2. What kind of work, other than what you have done in the past, would you like to do now?
3. Do you feel that there are any things you would like to do in library programs that you've found impossible to do thus far?
4. Are there any differences between what you expected to find as a participant and what you have actually found?
5. Within the library and its programs, do you have any pet peeves you would like to see corrected?

6. What one thing in the library or its programs do you consider to be most in need of modification?

7. Compared with other organizations in which you have been a member, how do you feel about this one?

In addition to evaluation, the goals of the group must be constantly in review and opportunities created so that members will be able to participate in the widest range of activities and positions as possible. It is better to keep the group small, almost a cell, rather than risk the loss of a member through under involvement. The following points may be kept in mind when meeting the problems of maintaining group activity:

1. Provide many opportunities for participation.

   Planning programs.
   Doing special jobs.
   Working on committees.
   Making reports (even though not a chairman).
   Small group discussion.

2. Provide opportunities for developing skills.

   Discussion techniques
   Group participation.
   Public speaking.

3. Relate policy and program to member needs.

   Wide opportunity for participation.
   Dues within members reach.
   Money raising not too burdensome.
   Effective committee structure.
   Democratic election procedure.

4. Review organizational activities.

   Through small group meetings of total membership.

5. Recognize member contributions.

   Local news reports.
   House organs.
   General meetings.
   Involve in responsibilities.

When compiling data about the human resources in any area, there is practical merit in having someone other than the resource person being recruited complete the information about himself. Others can provide more realistic appraisal: Have you seen this person in action with a group? If the response is completed aubotiographically there is danger of bias. It is "expensive" to program with any volunteer who is detrimental to group action. However, once appraised, volunteers have many needs that should be taken into consideration (A.E.A. Leadership Pamphlet #10):

Continued participation depends upon reward: Rewards vary with volunteers. They may be concerned with self-expression, recognition, the need to feel useful and important, the desire for new knowledge. Volunteers may have a need to meet new people, the feeling that leisure time is to be used for social ends, a desire to meet unmet community needs.

Volunteers want to see the relationship of the job they do, however small, to the total effort: It is unquestionably boring to type cards for a file. It is more important for the volunteer to know how the cards are to be used. The volunteer should realize that this work, if he must be so assigned, will make it possible for everyone involved in the organization to have immediate access to a record of people who can be called upon for various kinds of essential work. Even in the most routine job, the volunteer may be given an opportunity to consider various ways of doing it.

Volunteers must be made to feel the importance of their contribution: What exactly does the volunteer's work mean? Has it provided a service otherwise impossible? Has it opened the way for others to give their time and talents? Has it resulted in improvement to the community -- what kind and in what way? Has it released library funds for essential uses? The volunteer has a right to know what his contribution means to the library in the community. The professional has an obligation not only to relate his contribution to agency objectives but also to provide the necessary orientation and training.

The first efforts of a volunteer must be simple enough to insure success: A little success goes a long way in maintaining interest. The jobs people are given to do must be within their skill and experience. Frustration at the outset is death to the efforts of volunteers. Small successes will lead them from one job to another as they relate to the library in the community.

Volunteers must have opportunities to grow and learn. Interest stops when there is stagnation. People are unwilling to do the same jobs over and over again. Continued involvement demands new challenges, the provision of opportunities to try new methods and new skills, as well as the kind of supervision that broadens horizons and the development of potentialities for growth and leadership.

Volunteers must be encouraged to make as many decisions as possible: Growth is shown by the capacity to make intelligent decisions. One of the hardest jobs of a professional in a satellite organization of volunteers (particularly in a democratic citizens' organization) is to refrain from making all the decisions. It may be simpler to do so, but it is frequently wiser and healthier for the organization to allow volunteers to do it. There is a very fine balance between knowing when to step in and when to remain on the sidelines. People, however, can be trusted to act with maturity if you treat them like responsible human beings. If you give them the facts and a sense of direction about agency policy and programs, they will more often than not make intelligent decisions.

Volunteers work best in a friendly, warm atmosphere, where their efforts are obviously needed and appreciated: The professional can create such an atmosphere by his own attitude, by seeing that the volunteer is made to feel part of the working group, by expressing appreciation when it is deserved, by treating each volunteer as an individual human being as well as by remembering the small, thoughtful things that make each person feel like a special individual.

Volunteers can not be taken for granted: They do not owe you or the organization anything. They might be doing any number of other things for pleasure or profit. Instead they have chosen to spend their time performing a service. That service undoubtedly gives them satisfaction, or they would not have made such a choice. But your appreciation of the things they may have given up to perform it and your recognition of its value should be none the less real. Express that appreciation at the time the service is performed as well as periodically in the form of a note or some other form of recognition that stresses the meaning and value of the service.

Keep volunteers informed about developments in the organization, whether or not they are directly related to their work. The people who work for an organization are sincerely interested in what happens to it. They will feel more intimately involved if they share the staff knowledge of the problems and crises as well as the new programs.

Care enough about volunteers to learn about their strengths: All people have strengths, although some may not recognize them. It is up to the professional to identify volunteer strengths and put them to use. In doing so the librarian renders an invaluable service to another human being and releases unsuspected gifts in the service of the cause for which they both work.

Initial Questions about Group Formation:

The person who would recruit volunteers and library program participants must be able and eager to rap on almost any subject under the sun. Like the pied piper, the power of his rhetoric and the persuasiveness of his interests must be based upon wide reading, viewing and listening. Like the civic club member he must be able to say enough on any topic which comes up to entice the listener(s) towards continued interface and participation.

Open-discussion patterns often work well, especially on topics of opinion which do not depend substantially upon accurate up-to-date information. This pattern is necessary if the members of the group have not read in advance, or if the factual material is not available in suitable printed form. Sometimes people know enough about a subject to discuss it without a special presentation of information or points of view. Certainly in much neighborhood work, the librarian cannot expect a group to maintain a formal schedule or a consistent attendance before he will work with them. In many instances, the librarian is happy that individuals will come together and expects to present sufficient general information during the first part of the meeting so that an informed and worthwhile discussion will develop.

The librarian is at first a resource person and expects to encounter a period of "passive" listening or looking. But as he is able to spark ideas which relate to the on going interests of the group, some members may want to continue in the process. Generally speaking, the group is more likely to form and continue if:

The group decided to try this approach.
The subjects are of real interests to the members.
The printed materials are inexpensive, easily available, distributed at the previous meeting, appropriate to the reading level of the group, approach the topic in a way which makes sense to the group and are of reasonable length.
The discussion is based on the reading.
The discussion is limited to those who have read.

The librarian in outreach and community development work makes many contacts, perhaps too many contacts. Certainly the contacts are too numerous to follow up and in most instances the librarian does not intend to do so. No doubt this plethora of contacts is an occupational hazard of the librarian. It leads to a state of mentality where, if a promising lead were to occur, the librarian would be too busy to take the time to encourage group activity to develop. Even more tragic is the fact that few if any librarians would know how to behave if it did occur.

Members of the "new" discussion group will wonder about such questions which reveal hidden agenda:

What's the leader going to do?
Will I be any good at discussion?
Shouldn't I keep still for a meeting or two?
Is it alright for me to express my opinions freely?
Will this be any fun?

These questions must be answered:
By your manner, your ability as a good "climate maker".
By complete frankness is recognizing (even though unexpressed) that group members are people with concerns, interests, worries, doubts, convictions, uncertainities.
By discussing with the group anything that will clarify the goals of a discussion group.

Depending on what has gone before, you may want to talk briefly about the purposes of this particular discussion in general. In addition, the following items should be considered:
Your own job as leader.
The members share in group discussion.

Need for good listening.

Need to "read" in order to have a common focus for discussion.

Value of general participation and the sharing of ideas about important matters.

That no one is an "authority". All are authorities as citizens. "Resource persons" may be invited in from community temporarily.

All share the responsibility to inform themselves, to think critically and independently.

A discussion group may eventually lead into an action group. Action results also as members participate in community life.

Initially as a group begins to form out of conversational encounter situations, the members cannot be expected to do any "homework" in the sense of reading ladder assignments and information retrieval strategies. The content of the group conversation will be focused on the opinions and ideas of the members supplemented by information supplied by the librarian. Increasingly however as the librarian employs "book bait" techniques, the members may be motivated to undertake some sustained reading. In the process, numerous questions posed by participants will have to be answered:

How shall I prepare for the discussion? Any "reading" should be done in advance of the discussion. The discussions will then be more profitable for everyone. Indeed, such advance preparation is indispensable. It doesn't take more than an hour--sometimes not even that long.

What will we talk about? Not just any ideas in the field, but those suggested by and relevant to the topic. The discussion may range anywhere within the limits of a given topic and, as the group progresses, to previous readings as well. In this way, everyone talks about what everyone else in the group has read. No one can think about a book if his thinking rests on someone else's reading of it.

Will the discussion cover the whole reading? There is not time enough in two hours to cover the entire reading, although the discussion may for awhile, dwell on the reading as a whole. To make the most of the conversational opportunity, attentive consideration of about four basic questions suggested by the text and relevant to group objectives will more than fill up the two hours together.

Should I ask any questions? Of course! This is your discussion. You should say what you think. Ask questions whenever you wish. Just don't all talk at once. And don't address questions to either of the leaders. The method of the program is based on the fact that they do not have the answers.

What kind of questions will be discussed? Questions should be designed to enable participants to understand and evaluate the area of group concern. What does the author say about their problems? What does he mean by what he says? Do you agree with him? These three types of questions can be interwoven to maintain the fabric of the discussion. It is the essence of discussion etiquette to understand what an author says before disagreeing or agreeing with him.

What use will I make of the reading during the discussion? You will want to refer to it to check on what your friends in the group say about it, and on your own recollection of what the author says. Frequently, in the pursuit of an idea, the whole group will address itself to a particular part or a particular chapter in the reading.

How much should I speak during the discussion? It is hoped that everyone will participate in the discussion, and that participation will be as equally distributed as is practically possible. The clock is not the measure, but the discussion advanced when comments are brief and pointed. One learns about his own ideas by expressing them, and by hearing what his friends have to say about them. After you've said what you think, be ready to back it up with your reasons.

Will the group reach any conclusions? Not unless action is to be undertaken. The initial leader will not summarize the reading or the discussion. The effect of discussion is a weighing and balancing of participant ideas on all sides of an issue. Any practice which is likely to dull the appetite for continued thought is avoided. Two hour discussions serve as starting points for continued thinking about community (library) issues--thinking which might come to fruition long after the discussions.

What is the practical significance of this program? The answer to this question will be provided by the participants and the persons they communicate with about the issues of concern. In design, however, the program is a reminder that people should think before they act. Free and open examination of the issues is indispensably the basis of progress in a neighborhood. Progress will follow upon and action will be taken after thinking and conversation about the neighborhood concerns in relation to community objectives.

Eventually as the participants realize the power of information to support some desirable action program, they may be willing to accept the discipline of an organized viewing, listening or reading program. When participants have been helped to an appreciation of the previous questions they may be ready to accept the following guidelines for library group discussion:

Read the assignments carefully. They help focus discussion on important issues.

Speak your mind freely. The discussion meeting is yours--a chance for you to say what you think. Say it. Remember: no one has your background and experience.

Listen critically and thoughtfully to others. Try hard to get the other person's point of view. See what experiences and thinking it rests on. Don't accept ideas which do not seem to have a sound basis. On almost every question there are several points of view.

Strike while the idea is hot. Don't wait to be called on before speaking. That idea you have will either be forgotten or will be presented by someone else if you wait.

You are discussing. This does not mean that you must reach decisions or agreement. Action results only as members participate in the community as citizens or as members of other groups, clubs, organization, associations.

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GROUP BUILDING AND MAINTENANCE

There are many roles which people play in the life stream of any community. These roles are related to the social values and ethics of the society as well as the individual's perceived selfrelation to that society. The roles people play in groups are in response to the social rules which maintain that society and which are largely dramatized and individualistic versions of them. (Floating Librarians in the Community. Bookstore, University of Pittsburgh, 1970.)

The group (context) is composed of individuals, each of whom brings to the communicative situation, motivations, background and personality, characteristics that are unique and different. Although each individual differs in some way from the others, all participants have something in common, the area of common purpose which initially drew them together. There may be a common desire for communication, an interest in the same subject, a preference for learning among others rather than as a solitary individual in the library.

The rules of the social game are sometimes refered to as etiquette, a polite version of the deeply imbedded socialization of the individual. Communicative activity in a group situation heightens the necessity of social rules as well as places an imperative upon each participant to practice them effectively. Facility in the practice of each of the following elements of the social rules is required by group work participants. These are sometimes called the group building and maintenance roles:

> ENCOURAGING: Being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting the contributions of others.
>
> GATEKEEPING: trying to make it possible for another member to make a contribution to the group by saying "We haven't heard anything from Jimyet," or suggesting limited talking time for everyone so that all will have a chance to be heard.
>
> STANDARD SETTING: expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions; reminding the group to avoid decisions which conflict with group standards.

FOLLOWING: going along with decisions of the group, thoughtfully accepting ideas of others, serving as an audience during group discussion.

EXPRESSING GROUP FEELING: summarizing what the group feeling is sensed to be, describing reactions of the group to ideas.

Many forces which influence participation can only be recognized and dealt with to a limited extent. The particular needs which group members bring with them, and the content of the discussion, for example, are both factors which one can do little to change. There is, however, one very important influence on group participation which can be changed and that is leadership. The leader does have control over his own behavior. If he is aware of the ways in which his behavior determines the participation of the group, he can do something about it.

In the beginning of a program it is also to be expected that member participation will be more in terms of responses to, and ideas aimed at, the leader - since this is the traditional way that most people have acted in the past in learning situations. As the program develops, however, participation should grow and develop so that less and less of the contributions are made directly by leaders themselves. Another changing and developing aspect of participation relates to the fact that, as the program develops, more and more participation by members will be in terms of assuming some of the leadership roles and less of them in terms of the old school-room "student-to-teacher" relationship.

Often the major anxiety which plagues discussion leaders is a concern for getting everyone to talk. It arises from the idea that the discussion is a failure if everyone is not participating actively and often. But participation can be silent. The silent member may be getting a great deal out of the discussion. The leader, then, can best encourage maximum participation not by making sure that everyone is talking, whether he wants to or not, but by doing everything possible to create the conditions which make people feel free to participate when they want to. In attempting to develop effective participation there are several considerations:

Quality of participation is more important than quantity. Participation can probably best be measured in terms of the kinds of contributions made by members of the group: the extent to which there is a flow from one idea to another; the degree to which members of the group are applying the content to their own interests and concerns; and the extent to which they are furthering the thinking and understanding of the group. All of these are more important than a mere check of the number of contributions that an individual does or does not make.

Kind of participation may well change as a program develops. In the beginning, participation may well be important - and stimulated by the leader - primarily to ensure that group members know that their contributions will be welcomed and to underline the fact that differing opinions will be accepted. This kind of participation is a demonstration that the members of the group have an obligation to help to carry the program. Also, it may be important to look for simple situations which will permit the shy and retiring members of the group to talk so that they may have the satisfaction and security of knowing that they can participate.

Effective and intelligent listening as a means of participation cannot be over-emphasized. To participate verbally it is first necessary to participate by listening to what is going on and to understand what is being discussed. Only by intelligent listening will a contribution further the discussion and work towards the goals of the group.

Different people contribute in different ways. Participation by all members cannot be uniform or standard. Some members of the group participate most helpfully when the group is bogged down, others when things are going smoothly. Some can act best as authorities and resource people, others as persons who raise doubts and questions. The same person may not even participate in the same way on two different days. Effective participation is engendered in a variety of ways:

> Discussion is for the most part carried on among members of the group rather than just between members and the leader. No one is permitted to monopolize discussion.
>
> The group does not break down into cliques or subgroups which tend to impede or complicate general discussion. High level of participation is evident rather than emphasis on participation merely for its own sake.

An air of objectivity is maintained--that is, discussion is focused on ideas, not on personalities. Members are attentive and respectful of contributions of all members (including direct member to member discussion) rather than relying solely on leader to maintain order and attention.

Members understand the importance of listening to others and understanding what they say as a prerequisite for active participation themselves.

Contributions and suggestions by group members are accepted and utilized in an adult and friendly manner both by the leader and other members of the group.

Differing opinions, points of view, experiences, and backgrounds are accepted and valued, rather than frowned upon or rejected.

Contributions of all members are accepted on the basis of their value or pertinency rather than on the basis of the social status of the person making the contribution.

Accounts of personal experiences are encouraged and permitted insofar as they are relevant to the discussion.

Members assume or share various leadership functions with the leader: helping the leader and each other by clarifying various points made; pushing for facts and data underlying expressed opinions; carrying discussion toward agreed-upon goals; dealing with troublesome members.

In joining a discussion group, the participant shares ideas, information, beliefs and even prejudices. People are more or less prejudiced. The discussions are usually short and interesting. The interchange of experience, convictions and critical thinking about important issues can be enjoyable. In method, a group communications program is essentially conversational. It adds twelve or so persons to the two or three in ordinary conversation which may develop in a pool hall or a bar. The result can multiply ideas by many more than four or five times. But will the multiplication of ideas and its inevitable accompaniment of excitement actually occur in the group which forms around the librarian? This depends to a considerable extent on every participant observing the etiquette of discussion. Here, culled from experience, are some questions participants ask at the outset:

A group discussion is not:

A lecture--either by the leader, a visiting expert or a monopolist. No one point of view predominates.

A classroom experience. Classroom questioning and answering is not conducive to discussion.

A debate or an attempt merely to win an argument. Listening in order to develop sharp questioning for the purpose of defeating an opponent is not good for discussion.

In a discussion group there is:

Good listening to understand the other person's point of view. It is better to outlisten, rather than to outtalk anyone.

Shared participation. Everyone gets into the act. No one monopolizes.

Friendly disagreement. There is seldom just one way to improve a situation. Controversial issues often have many sides.

The leader:

Is a "catalyst" stimulating thinking through provocative questions.

> Exercises a minimum of control, but helps the group to focus its attention on important issues and to avoid unprofitable detours into irrelevancies. He is alert to over-all participation, helping the "timid soul" to self-expression and bringing non-stop talkers back into the group. He plays the group by ear.
>
> He is not a teacher, nor an authority. He doesn't argue--almost never participates (which isn't easy).

If the leader were to permit himself to think constantly about the many complex elements that determine the participation of the group, he would shortly find himself taking tranquilizer pills. Fortunately, such concentrated attention to details is not necessary. The process can, instead, be considered in these terms: one can think of participation, generally, as being determined by the "climate" or "feeling tone" of a group, its overall emotional atmosphere, the feeling of easiness or uneasiness, the freedom or restriction one gets as a member of it.

Group climate is determined by a number of things. In a major way it is influenced by the behavior of the leader and his leadership style. Through his interaction with group members, he helps create an atmosphere which is interpreted by the group as being formal or casual, friendly or unfriendly, restrictive or free, objective or personalized. Because of his responsibility in the group, the leader also establishes a kind of model for participation. If he is impatient with people, other members feel free to be so. If he is considerate of other people's views, considerateness is generally encouraged. The following characteristics are elements of the model of participation:

> Friendliness is particularly necessary to establish a working group of comparative strangers. Getting to know other people in a strange group is sometimes an anxious process. While it is going on, productivity is low. The leader's own attitude and his general friendliness serve as an important example for the group in these early stages.
>
> Acceptance because people need to feel that they are accepted as persons, no matter what their status. The feelings of

everyone in the group must be accepted as of equal worth and each contribution must evoke some sort of response and recognition.

Permissiveness is almost the other side of acceptance because if people feel that their contributions are accepted, they will contribute when they want to. Permissiveness implies, however, not merely the acceptance of people, but an active encouragement of members to express both their thoughts and their feelings.

Cooperativeness can only be achieved when members reduce their need to compete for personal recognition and status. The real danger point here is the leader himself, who can easily permit himself to award approval and status, for which members will begin to compete. To the extent that the leadership role is shared by other members of the group there will be a greater possibility of cooperation.

Objectivity is the attitude of the group members to each contribution, and the attitude of each contributing member toward what he contributes. An idea or opinion, once expressed, becomes the property of all the members for them to evaluate and use in moving the group toward its goal. The objectivity needed is that which will sufficiently detach the contributor from his contribution so that the use which the group makes of it is not translated into a personal affront or personal triumph.

Should the leader be absolutely impartial? It seems unfair to make him a second-class citizen in the group. If he tries to act as though he had no opinions, he may still influence the discussion in unconscious ways. Of course, when the balance in the group between work and emotionality is precarious, as in arguments, the leader's opinions would be disastrous. He must develop judgment about when his over-all responsibility for co-ordinating the discussion is more important than his right to participate as a group member.

Content Considerations:

The content and purpose provide a focus for the group effort. Every group is organized around or within some specific content and has a goal which involves that content in some manner. If the group is really working toward an accepted goal, then information has some relevance to all of its deliberations. Information may make different demands on both the group and its initial leaders, and as such it is an important determinant on the effectiveness of the group effort.

Even though librarians have always maintained that their role is one of information supply, their professional activity exhibits a lack of dynamic interface. Conceived as a simple transfer process, data is supplied to the individual requesting it or a display is arranged that is presumed to relate to the interests of the group. Rarely is information considered to be the dynamic interfact which is integral to developmental counseling or to group development. The potential of both the American Heritage and Library-Community Projects remains largely unrealized in the profession.

In addition to the roles which help to strengthen and maintain the group life and activities, there are other roles which relate to the major component of communicative activity in the group: content. The flow of information (i. e. the surprise value of content) has to be presented and monitored until it engenders a teachable moment in the group. Content "care and feeding" requires a great deal of skill. There are few participants and especially few librarians who do not need extensive practice in the following task roles:

> INITIATING ACTIVITY: proposing solutions, suggesting new ideas, new definitions of the problem, new attack on the problem or new organization of material.
>
> SEEKING INFORMATION: asking for clarification or suggestions, requesting additional information or facts.
>
> SEEKING OPINION: looking for an expression of feeling about something from the members, seeking clarification of values, suggestions or ideas.

GIVING INFORMATION: offering facts or generalizations, relating one's own experience to the group problem to illustrate points.

GIVING OPINION: stating an opinion or belief concerning a suggestion or one of several suggestions, particularly concerning its value rather than its factual basis.

ELABORATING: clarifying, giving examples or developing meanings, trying to envision how a proposal might work if adopted.

COORDINATING: showing relationships among various ideas or suggestions, trying to pull ideas and suggestions together, trying to draw together activities of various subgroups or members.

SUMMARIZING: pulling together related ideas or suggestions, restating suggestions after the group has discussed them.

Every group is studying something, be it only themselves or the process in which they are involved in a counseling or psychiatric session. In healthy, selfactualizing groups the something being studied is subject content itself or subject content in relation to some problem or situational context. In any event, the content is always unique to the group. The differences make varied demands on the group discussing them and on the things which the leader of the group ought to keep in mind for doing an effective job.

The "work" of a study-discussion group as distinguished from any number of other kinds of groups is the production of a climate in which the understanding of each individual about a particular problem or subject is increased. Other kinds of groups may hold discuss[illegible]der to arrive at group decisions which must be carried out. The[illegible] decision-making which is a very complicated business. But [illegible]plicated is the work of the study-discussion group seeking to ach[illegible] knowledge or understanding.

The problems which arise when thinking is done in a group, instead of by an individual, are similar to the problems of doing any kind of work in a group. A group of men who decide to build a community tennis court, for instance, have first of all agreed on a common goal, as have the members of a discussion group. They must then agree on a certain order of work. All of these activities, including the reaching of agreements of various sorts, are work. They move the group along toward the goal of a finished tennis court.

At certain times the working group may get tired and start kidding around. Or, two members who have a private fued may have an argument that not only keeps them from working but stops the work of the whole crew. Or, they may all just knock off for a well-deserved beer and exchange sociable opinions about which team has the best chance in the world series. During all these periods, whether the lapse is necessary or unnecessary, the group is not working, but doing something else: socializing, fighting, escaping, or whatever you want to call it.

Discussion groups, in a rather more complicated fashion, can be looked at in the same way. If the group is talking about what it ought to do or how it should go about doing it, or is actually exploring problems it has agreed to consider as a group, it is working. The following points should be kept in mind by any group leader:

> No matter how well-motivated a group is and how interested in the topic at hand, there will always be some periods when the group is not working but is letting off steam, relaxing or dealing with personal and emotional problems.
>
> Periods of not working may be necessary and essential to the further development of a group and required to deal with the personal, social, and emotional needs which are bound to develop in a permissive situation.
>
> If a particular group is not working at a particular time there is a reason for this behavior. It is important for the leader to try to understand the reasons underlying this flight

> from work and to be sensitive to them: 1) Do they have different understandings of that they are trying to do? 2) Is the particular discussion over their heads and are they unable to cope with it? 3) Is the group frustrated over the behavior of some member and does it feel that it is unable to deal with this member adequately? 4) Or, have they just been sitting so long that their minds are unable to absorb more than their seats can endure?
>
> The leader must not try to recall the members too sternly to the task. He cannot too rapidly try to change their behavior from one which is probably necessary and important at the time. It is his task to try to understand what is causing the non-work situation and to work with the members of the group to eradicate the cause (frustration, weariness, irritation) rather than deal with the manifestation (the joke, the argument) directly.

Group activity is always focused on something. Encounter, transactional or integrity groups may be used for clinical and therapeutic purposes and as such have "psychological" content as opposed to the subject content of the librarian sponsored group. The interest of the group may center upon a wide variety of content: novels or other works of the imagination, essays or opinion oriented material, factually oriented sciences, and the exposition of conceptual material. In any event, librarians are adept at least humanistically in the content analysis of materials.

However important content analysis may be initially, it is not of itself sufficient for communication. The content of the work will need to be analyzed for its potential value in promoting discussion (e. g. "How to Read a Book Technically" Margaret Mann, Introduction to Cataloging and Classification. ALA, 1942). Preparation for discussion is not merely a list of questions. Do not hold too rigidly to a prepared outline. Be ready to develop the discussion into whatever major area of the problem the group might want to consider. It is important to consider those aspects of the topic which are within the knowledges, interests and abilities of the participants. The following questions may serve in the communicative context:

After reading the material for discussion ask yourself:

What are the important issues in the material relevant to group concerns? Are the issues discussable? Is the problem important and worth discussing? Does the issue lend itself to reflective thinking?

What stems from the author's argument? Are the author's assumptions acceptable? Is the evidence adequate? What points of view are neglected? Is the author's treatment of the topic fair and unbiased?

Does the material contain problems and issues over which people can validly disagree?

Does the problem lend itself to discussion? Is the problem too technical for this group?

What is a logical sequence in analyzing an issue?

Limit the topic. What is the nature and extent of the problem?

Origin of the problem. What has led to the present situation?

What is the present situation and why is it of concern to the group?

Can the cause of the problem be removed? By whom?

How serious is the problem? What are the effects? Who is affected by the problem?

Essence or crux of the problem. Which aspects of the problem present the greatest difficulty to this group and its community?

Possible solutions. What, if anything, can be done? What has been done elsewhere?

Evaluation of possible solutions. Analyze and examine the consequences of each suggested solution.

Values. Is there a principle involved?

Construct a flexible discussion outline:

Obtain information on all sides of the topic. If the topic is rather broad, can it be subdivided to advantage? Into what main divisions can the topic be broken down?

Prepare pro and con questions on the different phases of the problem or issue. Prepare a brief introduction to the topic.

Prepare a few appropriate questions to start the discussion. After the discussion is underway, develop a follow-up to the interests of the group. Your discussion "guide" will help you to anticipate some of the major areas in which discussion might develop.

Leadership Development:

One of the important decisions in the setting up of group activity is choosing a leader. It is essential that a great deal of thought be given to making a good choice as the initial leader of any group and in particular the neighborhood liaison person who will work with the branch librarian on a continuing basis. Such a leader can be expected to:

Become familiar with the purposes of the group.

Develop his skill in helping people share ideas by talking things over together.

Take his job seriously and devote some time in preparing for the group activities.

Be reasonably well informed, at least intellectually curious and willing to listen to opposing points of view.

The leader is a "catalyst" and stimulates thinking through provocative questions. He exercises a minimum of control but helps the group to focus its attention on important issues and avoids unprofitable detours into irrelvancies. He is alert to over-all participation, helping the "timid soul" to self-expression and bringing the non-stop talker into the group. He is neither a teacher nor an authority. Somewhere between dichotomous group discussion, a sense of humor, an ability to listen and to observe, the leader must have an inquiring mind and a mature personality, and be prepared to attend training sessions in preparation for the group enterprise. It is important to try to avoid the following extremes:

> A leader who is "authoritarian"--who wants to instruct, to lecture, to argue, or to dominate the group.
>
> A leader who is entirely "permissive", who lets everything wander off in all directions; who makes no effort to help the group get at the issues.

Effective communication is the primary objective of group activity. In a democrary "consensus as well as consent" of the government is the basis of that government. Both consensus and consent rely for their effectiveness on communication. Talk is communication only when understanding is reached. A good leader will not be content with loose talk and easy generalizations which can be interpreted in many different ways by many people. He strives for the greatest possible mutual understanding.

A group discussing democratic administration in libraries will be engaged in problem-solving. The problems may never be fully solved. But in the process of searching for a solution the group will strive for a comprehension of the issues discussed and for an awareness of the setting within which the issues developed. It will become familiar with those who urge their own particular solutions and will consider arguments in support of these solutions. Finally however each participant must reexamine his own position in the light of discussion. This objective may never be completely achieved, but a discussion leader assumes the responsibility for helping the group move in the direction of that achievement.

For some participants the group situation will be a strange environment. It is easy to have the feeling at the first meeting that you are working with 10 individualists with 10 different sets of expectations. In a friendly climate, a group gradually develops a growing sense of common interest, and a spirit of cooperation. If you sense an air of criticism and apathy, remember that, for the first session at least, you are the host to a number of guests.

In such an atmosphere the timid soul who comes to hear what others have to say (but who secretly craves the facility of self-expression), the know-it-all who wants to teach others the true faith but doesn't care to listen, the lonely one who craves neighborly understanding, all these should soon become genuine participants in communication. Tricks and techniques are of little value in creating climate. If the leader is friendly, genuinely convinced of the value of the group discussion, permissive, positive but not aggressive, a favorable climate will soon be established.

One of the chief barriers to good discussion is rigidity of opinion. Prejudices may result in a kind of "functional deafness." "He can't tell me anything so why should I waste time listening to him." One's own favorite preconceptions are, of course, the fundamental truth. Only the other fellow is ridiculous and superstitious. Prejudices are not destroyed by a single attack of logic. But in the course of several discussions they tend to weaken and wither away. One task of the leader is to encourage and draw out reasoned judgements, in the face of which mere opinions become more flexible.

Another bar to good discussion is the tendency of many to think in terms of moral indignation. Words can confuse as well as clarify. Generalities should be avoided. When discussion seems to be drifting off in a cloud of wordy abstractions come back to reality with illustrations and examples.

Group activity may be a complex process, and new leaders need assurance. Potential leaders need to understand a relatively simple and straightforward set of rules which they can follow with confidence and which will cover most of the situations they will face at least initially. The most fundamental principles which they need are neither obscure nor controversial:

> Physical surroundings should be attractive.
>
> There should be an atmosphere of social informality and ease.
>
> Experiences of participants should be used to enrich discussion.

Opportunities for participation should be kept open for each individual.

Group itself should periodically evaluate its own accomplishment.

A capable leader cannot be recognized by any specific qualities. The leader's attitude will determine whether or not each member of the group feels free to participate actively. If the leader has a receptive and accepting attitude, he will be able to create an atmosphere which provides each participant with a feeling of acceptance and a sense of personal significance. His tone of voice and the way he responds to contributions by others will communicate his attitude to the group.

The leader should be able to treat the members of the group as mature adults, be able to listen carefully and respect each contribution. The most important thing a leader can do is to transmit, through his attitude to the group, a sense of fairness and objectivity. This requires a belief in the potentiality of the group and confidence in their ability to solve a complex problem. These competencies evolve out of a real concern for human dignity.

The leader does not have to be an expert in the subject under discussion, but he should have a reasonable knowledge of it. He should have a serious concern in learning more about the subject; and enough intellectual curiosity to be able to stir and arouse the imagination of the various group members. A leader should avoid displaying his own knowledge or feel that it is his job to perform as a teacher or lecturer. He should be able to create and sustain an interest in the subject, and know enough about it to conduct the discussion intelligently (e.g. Louis Shores, "Subject Outline", p. 238, Basic Reference Sources. ALA, 1954).

The leader's personal manner will determine the general tone of each meeting. If he is relaxed and pleasant in his dealings with others, he will be able to create a comfortable, friendly atmosphere. If he has a pleasing tone of voice, if he is calm and patient, he will be able to allay the anxieties of the group. Each member will have no reluctance about participating in the discussion or about asking questions. A leader should have a well-adjusted personality with a sense of humor and the ability to laugh at himself. He is tactful and cheerful.

One of the most important attributes of a good leader is his ability to listen (Advisory Counseling for Librarians. Bookstore, University of Pittsburgh, 1969.) Librarians trained in counseling are particularly adept in this ability (Interviewing for Counselor and Reference Librarians. Bookstore, University of Pittsburgh, 1970.) This involves a sincere desire to understand what others have to say. It requires the ability to look at the person who is talking and to concentrate on what is being said. Most important, it requires the ability to respond genuinely. A group soon looses confidence in any leader who reacts to all comments with a rehearsed response.

The leader should have a strong feeling of responsibility for carrying out the group objectives, a feeling that it is his function not only to maintain discussion but to make it profitable. He needs a clear understanding about the nature and purpose of group activity, a definite sense of direction so that each session will result in a clearer understanding of the subject or topic. A leader is dependable and can be relied upon to get things accomplished. Just as there are qualities of good leaders, there are traits that characterize poor leaders. In selecting a leader, do not choose someone obviously inflexible in his opinions or someone whose concept of leadership is manipulating others so as to get across his own ideas.

The person asked to serve as a group leader must have the necessary time to devote to the program. This involves adequate time for attending a training session, and time to prepare for each session. The person who is involved in many other community organizations should not be asked to take on another activity. Prospective leaders will vary a great deal in respect to their abilities. However, there are certain minimum qualifications such as:

Belief in the importance of ideas and people.

Genuine interest in group discussion.

Well-grounded respect for the opinions of others.

Willingness to accept responsibility.

Ability to stimulate others to think and express themselves by looking at them directly and responding genuinely.

Ability to think and to act quickly. Ability to be objective.

Where are suitable leaders likely found? First, talk with some of the people in the community, such as the presidents and program chairmen of local organizations as well as the heads of neighborhood agencies. Some people seem to take naturally to the job of leading discussions: activists, youth leaders, journalists, accountants, housewives, businessmen especially those who are retired. Those who seem to have difficulty in adjusting to the discussion leader's role are teachers, ministers and military officers whose professional training has equipped them to lecture, to persuade, and to control groups. However, in recent years training programs have changed in these professions, and some of the younger people in these fields are especially well-equipped for the job.

When recruiting prospective leaders, determine not only interests and abilities, but also motives for undertaking the job. Is he genuinely interested in ideas? Is he intellectually curious ? Does he believe in the ability of adults to learn through self-effort? These are important questions. Specific skills for leading discussion can be developed, but basic beliefs about communication must be present. Consequently, do not put a person in a role that he is unsuited for. If he does not have the necessary abilities and attitudes, he will more than likely do a poor job of carrying out the objectives of the program. When a discussion leader has been selected, there is certain information he will want to know:

How much time is needed to prepare for each meeting?

What is the function of the group leader?

What information or aids are available for group leaders?

What is the relation of the neighborhood leader to the branch librarian?

What training opportunities will he have in developing an understanding of library-community services?

The opportunity for a career either at the professional or para-professional level?

Developmental Patterns:

Leadership patterns vary by group from the "leaderless" one to the highly structured formal program type that is common in program planning. Regardless of leadership pattern, any designated leader when "meeting the folks" cannot perform all of the leadership roles and functions which are required for an effective communication situation. However, initially the leader must create a situation in which major differences between him and the participants are decreased and whereby different members of the group may assume some of the leadership roles which come naturally to them.

In some respects assigned leadership may be considered a hosting function as it sets the climate for the convivality of conversation. Once the conversation is lively and exhibits patterns of discussion techniques then assigned leadership slips into the background. The leader may then participate as an equal in the exciting process he has helped to initiate. In this function of catalytic agent, attentive listening is essential. The following points may serve as guides to the newly assigned leader:

> Respect the opinions of all participants; do not evaluate or criticize comments. Listen attentively to everything said.
>
> Ask questions. Do not answer questions; redirect them to the group.
>
> Allow people time to think. Ask a question and wait. Do not rephrase, or add to the question. Look interested and someone will answer when he has had time to frame an answer.

Allow the group time to answer one another. Do not make a comment or ask another question every time someone speaks.

Keep the group on the subject. If the discussion wanders, remind the group of the question or topic. If you are working with an on-the-spot reading, refer to this material frequently.

Watch the group closely and constantly to see who is ready to comment. Nail down what has been said. Summarize before going on to another phase of the topic.

Help people to say what they mean. Restate a comment if necessary and ask, "Have I understood you correctly?", or ask a question for clarification.

Probably every participant, but certainly every leader experiences an initial dread or stage fright in "meeting the folks" in the group. Depending upon experience this reaction may be vague or fairly well understood as the obvious reactions of inexperienced individuals to a group. The following roles are what "come naturally" to people who need help in recognizing them and in overcoming such non-functional behavior patterns. From time to time, more often perhaps than anyone likes to admit, people behave in nonfunctional ways that do not help, and sometimes actually harm the group and the work it is trying to do:

BEING AGGRESSIVE: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.

BLOCKING: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.

SELF-CONFESSION: using a group as a sounding board in order to express personal, nongroup-oriented feelings or points of view.

COMPETING: vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.

SEEKING SYMPATHY: trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation, or disparaging one's own ideas to gain support.

SPECIAL PLEADING: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.

HORSING AROUND: clowning, joking, mimicking, disrupting the work of the group.

SEEKING RECOGNITION: attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior.

WITHDRAWAL: acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

These nonfunctional roles are expressions of emotional needs which people try out in an effort to achieve satisfaction. The desire for satifaction (homeostasis) includes at least four wishes or needs: security, new experiences, status (recognition), and emotional response. Needs such as these are expressed variously by different individuals. Some people only feel secure in dominating others; others find security in being dependent. Some individuals express their need for recognition by talking constantly about themselves; others have strong drives for achieving titles or position.

People tend to develop behaviors which meet their needs and cling to them regardless of whether they make other people uncomfortable or not. Of course the initial group leader cannot directly help people out of their emotional difficulties. He remembers however that the individual by becoming a group participant has implicitly declared another purpose: the avowed aim of learning more about the subject content, increasing his ability to think, or improving himself in some other way.

These two purposes may complement one another, but they may also come into conflict. Since the individual shares his communicative aims with other participants, each member of the group needs to understand what others are saying. All participants want to have an opportunity to develop or to challenge an idea, and expect that persons who continuously impede effective thinking will be dealt with. Consequently the initial leader has considerable support in helping to create the climate for maximum participation.

The function of the initial leader is to transfer leadership to various participants. In the very beginning with a new group, the leader will probably place major emphasis on creating a climate which will stimulate participation and bring out as many members as possible. The following methods include the kinds of questions and the manner of statement which are designed to aid the most reluctant member in making a contribution:

> Ask questions which do not tend to put people on the spot by checking the amount or type of information that they have on a particular point. (Questions which put people on the spot will draw out only the members of the group who have a store of facts and information and will inhibit the others.)
>
> Use questions which do not merely call for a "yes or no" or "agree or disagree" answer. "Yes or no" questions do not stimulate discussion and merely set a pattern wherein members of the group feel that their role is one of being led, or misled, by the leader.
>
> Ask questions which are simple, clear and concise rather than vague and wide-open so that members of the group will know and will stimulate general participation.
>
> In the beginning of the program select questions which deal with experiences which any member of the group might discuss or with opinions about some subject emphasizing that everyone's opinion is of interest or importance. At the outset of a program it may be well to go entirely around the table in soliciting opinions or experiences of group members. In this way everyone in the group will make some contribution (no matter how small) and will have the experience of participating. Since the first attempt to say something is frequently the most difficult, this procedure provides a built-in method which permits everyone to take part.

In stimulating participation it is especially important that the leader accept the contributions made by all of the members, that he try to tie them into the general trend of discussion and that he give each member the feeling that he really has contributed something to the thinking of the group. This will be effective not only in letting all of the members feel that they have made a worthwhile contribution but also it will help to set a climate of acceptance which will stimulate further participation, as well as the development of logical reasoning and effective learning.

PROJECT AGENDA DEVELOPMENT

Communication is a process of change. Everyone who communicates does so because he wants to affect human behavior. When a librarian goes into service in a particular community, his success will depend to a great extent upon how well he can analyze and interpret three major factors: the situation; the people involved; and himself in relation to the situation and the people involved.

Each library staff will have peculiar methods of working together. Over the years routines may have proliferated without analysis in terms of rational guidelines. In general, such guidelines should follow the general problem solving model. There is an initial identification of the problem together with a statement describing previous solutions and an analysis of why they have failed. This analysis leads into the demonstration being proposed and why it will succeed where others have failed. The proposed program is described. Then an indication of the benefits to be realized will preface a section on the purpose of evaluation and the methods to be employed.

Librarians who desire to introduce new ideas must accurately observe the situation and the audiences with which they must deal. An appraisal of themselves is much more difficult. The ability to understand and correct their own deficiencies greatly increases the chances of success and helps them to be of useful service. Consequently an analysis of the situation, the audience and the librarian is essential for project work.

The Situation: No matter how familiar the librarian may be with other communities and their library services, he will find it profitable to examine the new situation in some detail. Previous experience and knowledge will suggest new things to look for, and the librarian will be able to interpret or explain events in new ways. Experience indicates that the following activities generally are most important in arriving at a useful analysis of the situation.

Try to determine why conditions are as they are. Do not be satisfied with surface explanations or excuses. The librarian should seek an understanding of causes. It is not his function to criticize, but rather to use the resulting information creatively in furthering community objectives. It is easy, for example, to accept such an explanation as "insufficient funds" or "untrained personnel." It is more difficult, but more rewarding, to analyze the current utilization of resources and determine whether other courses of action are available.

Find out how decisions are made in the community, who makes them, and what bases are used for decision making. What is the formal structure of the community? Is it shaped like a triangle, with a power structure at the top and a descending order of power as the structure grows broader toward the base? Are subdivisions of power rigidly observed, so that the citizen can only talk to persons who sit at the various agencies public desks? What kind of answers do they get? Perhaps on the other hand, the community can be thought of as a square or rectangle, with a diffused power structure and an administration at the top who assumes only nominal control? Is there a fixed or flexible priority for the utilization of personnel and materials when the needs arises in the community?

Observe the nature, direction, and extent of change that may be taking place in the community. How was this change initiated, by whom, and over what problems? Perhaps the cause for such a development was a change in some agency personnel. Perhaps a highly competent person has been removed and his job filled by someone less capable, or the situation may have occured in reverse. In the presence of this change, what problems and opportunities have arisen which may need to be taken into account in adjusting citizen expectations?

Examine possible effects of new ideas which may not at first have been considered. What are the possible economic, social, political, or cultural consequences of the changes proposed. An inventory of the persons and groups likely to be affected by any new plans will enable the librarian to determine in advance how to take advantage of the support available, to alter plans to avoid some problems, and to deal with objectives based on problems which cannot be avoided.

The Audience: Within the systems in which the librarian operates, there are specific groups with whom he must work if new ideas are to be successful. The audience will probably be a relatively small face-to-face group. Whether the audience is a dozen or millions, the number of people in that audience is not related to the difficulty of the task.

People tend to develop habits, and will resist attempts at breaking established patterns of response too quickly. They tend to reject rapid change. People tend to place high value on the knowledge, skills, and beliefs which they have acquired. Even the librarian's own colleagues will accept ideas only if he presents them in ways consistant with their values, or if they can substitute new values of a higher order acceptable to themselves, to the library or to the community.

Whatever plan that is developed will involve new ways of behaving for the audience. Listeners will make these changes suggested to them only as they are ready and able to make them. By careful observation their readiness to change can be determined as well as the success of what has already been attempted. It may be necessary to break major new ideas into many small ideas and to observe carefully what happens before, during and after each one in order to determine how to proceed. Plans and goals may have to be modified many times.

Yourself: No inventory of factors of success is at all complete unless the agent of change describes himself. Have you acquired the knowledge and ability to accomplish what you desire? Or, will a lack of technique betray you once the program is undertaken? Can you place yourself in the role of listener and observer? Do you criticize those who disagree with you rather than try to understand their view and reconcile it with yours? Do you have an honest picture of how you get along with your associates? Are you prepared to remedy those personal factors which seem to interfere with good relationships between you and those around you?

Project Development:

So much for an initial consideration of the major elements in a situation-producing theory of communication. Communication design is the decision of what to do within certain constraints. A constraint is something which constrains, which forces, compels, or obliges, or which confines forcibly. Actually the constraints on communication design, like social or economic constraints, are considered more positively as guides, directives and opportunities. They are part of the overall environment in which the librarian works.

Constraints are accepted by the professionally mature librarian as rules of the game to be used to advantage, and partly as challenges to be overcome with ingenuity and creativeness.

Constraints which are more difficult to overcome are called limiting factors. Those limiting factors which can still be overcome and turned into breakthroughs for better design are called strategic factors. The constraints in total are called critical factors which are important elements of any communications program. Critical factors may be turned into strategic factors by good systems design, or as a result of a lack of experience remain limiting factors and prevent doing the program at all.

In systems design, the constraints must be listed, and the limiting factors isolated for analysis, in order to list those factors which can be moved to strategic factors. This is an essential part of the problem solving process. The problem-solver starts out with an almost unlimited number of possibilities before recycling possible solutions in the light of experience on the program. In the meantime, aggressive action pursues any necessary information instead of waiting for it to happen along by itself. Librarianship aims at developing new things for the purpose of using them to meet social needs.

The feasibility of an idea has to be worked out within significant constraints. Group development work determines whether an idea has any contribution to offer in meeting human needs. Group work is a fundamental method for study and decision making in all professions. Group members must know how or be taught to participate in group action. A supervisor helps members progress in this self-development as the program unfolds. As a result staff members in time should be able to help others to perform. The ability of group members to work effectively towards a shared goal is the real basis for success.

Adequate Group	Inadequate Group
Group work units generally on time and within budget, or policy.	Members habitually behind on group assigned tasks.

Participants busy but give impression of having program under control.	Always rushed and find it difficult to meet deadlines.
Necessary changes and redirection made in a timely way and taken in stride.	Changes are radical, made too late and often with traumatic consequences.
Each member growing fast in experience, and in readiness for bigger assignments.	Group members feel frustrated and stagnant and complain about learning little.

It is impossible to meet human needs without working with other people. The supervisor must articulate his efforts into a series of programs with specific goals of time, money and resources if he is to avoid the routine and mediocre. The librarian must separate out the routine and take care of it quickly, efficiently and accurately. Then he will be able to advance professional librarianship - deliberately working to accomplish responsibilities, to develop new and improved evaluations, to integrate his efforts into library purposes, and creatively to overcome limitations.

Numerous examples of communications programs occur in library service. A new service may need to be designed to meet an emergent need within a group in the community. There may be a nagging, recurring problem in cataloging materials for the unique needs of individuals, or circulation is overloaded at certain peak times. Such problems may be larger than what one or two persons can solve and as such will be organized into group activities which may or may not profit from lay citizen participation.

In order to analyze any problem and gather data, some representation is needed from all interests in the library operation, public services, technical services and administrative services. This group will analyze the problem, gather data and propose possible solutions. The decision will also be taken as to how the work can be broken down and who will be responsible for carrying through the entire program. The program director can be made responsible for dividing the work into task areas, for assigning specialists to to see that the necessary tasks are completed, and for providing a working relationship so that specialists' contributions can be integrated.

Group meetings constitute one of the best techniques for coordinating the work of various individuals. Merely going through the motions of coordination will not suffice. All members, and especially the librarian, must ensure that human interface problems are resolved. Data confrontation will not solve human difficulties. Continuous feedback will indicate which tasks should be augumented, which decreased or modified, so that the program can run smoothly and efficiently. Each member must learn and promote the conditions which constitute effective group action:

1. The current status of the program, its specifications, changes and information about the person(s) for whom it is being designed are made available to all members as rapidly as possible.

2. Frequent meetings are held to review progress or the lack of it in the program as a whole and the work of individuals. Interface problems can be identified and quickly resolved.

3. All participants work to make meetings productive by digging into presentations to get at the meat of situations and problems; suppressing discussion which has little bearing on the work of others; investigating the possibilities of alternative solutions even if apparently unfavorable to their areas; being ready to present at any time briefly, clearly, and impersonally the status and problems of their own work; promptly identifying the work of other members and giving credit for it; willingly identifying and accepting credit for their own work and contributions.

4. All members, but especially the program librarian, write the specifications for each area of responsibility and each interface as soon as possible.

5. Each participant can receive without delay memoranda of any program meeting. Included in these memoranda are brief summaries of problems discussed, major events that have occurred, and especially decisions and assignments made at the meeting. Although it is normal for the librarian to do this, it is a valuable experience for others to take responsibility.

6. Each member keeps his own time commitments. However when it is impossible to do so, and this will happen especially in research and development, the individual will inform his project librarian and other involved colleagues as far ahead as possible.

An indiviudal grows through the necessary team work if the program is led and conducted effectively. In identifying his own contribution to the group solution, the librarian can see that some of his professional work is helping to better human need. Group work is a natural training ground for potential program librarians and departmental or other administrative responsibility.

Project members must follow the work of each other member closely enough to understand how each task fits into the whole pattern, despite the immature feeling that this might be meddling. Where subsystem interface is involved, each member must know enough to observe specifications and previous agreements. Members cannot expect the program librarian to define work assignments specifically. The librarian cannot oversee every piece of work and how it fits into program requirements. The librarian encourages discussion of ideas by the whole team, not just in two-man relationships with each member individually.

Effective control in library organization includes scheduling, monitoring, controlling. Control directs a program so that goals may be accomplished within time and money schedules. Control is maintained during the entire project. Scheduling is that part of control which includes planning and recording. With the help of group members, the librarian lists the tasks to be accomplished:

Establish initial concept or problem.

Determine critical factors in each area of concern.

Specify all interface conditions and alternatives.

Establish estimates for attainable specifications.

Establish final configuration and make recommendations.

Complete proposed program protocol together with costs for distribution to the policy making groups.

Each of these tasks should have a completion target. Critical factors to be determined in each area of the program should be placed on the supervisor's hands. Then interface boundary specifications must be identified and agreed to by each librarian. Decisions made in each meeting are accepted by consensus of all members. Consequently, program meeting memoranda together with the overall schedule become specific guidelines for each librarian. Once the final configuration of the new proposal is completed, it becomes a brief orientation document including major components worked down into a schedule:

Schedule the whole project at the beginning, and recognize the interdependence of various parts.

Identify the critical items early, and keep a current list of them.

Seek out the best time and cost estimates available on critical items.

Modify and update schedules as needed.

Bring all contributors, or contributing groups into the scheduling process.

Once schedules are established they must be monitored. Progress on the program must be continually measured against the established schedule perhaps in an analog fashion (e.g. PERT). Effective monitoring means that the schedule is under continuous and planned review:

Follow and monitor performance (time, cost, technical progress) on a regular basis.

Include all contributors in the monitoring process, so that they will tend to become self-monitored.

Plan at least general alternatives for each principal contingency.

Keep the goal and its broad alternatives clearly in mind.

Controlling includes those actions taken in order to change plans and efforts, increase the effort in some areas of the program, or cut it back in others. Controlling adjusts work where necessary so that schedules can be maintained or optimized. Change in plans should work towards the best direction at the appropriate time. Poor monitoring occurs usually from reluctance to face the facts and consequently not taking action soon enough. The factors involved in controlling include the following:

Take corrective action where needed.

Balance program effort in all needed phases.

Watch continually for places where effort can be reduced.

Make changes early rather than late.

As in any other scheduling, the first requirement is to plan the job, to divide up the work into logical parts and activities which when taken together will accomplish the entire set of goals. It is necessary to know the sequence of these activities and the way in which they depend upon each other, which ones have to be completed before others can be started, or at least before they can be completed. In PERT, scheduling and monitoring are not done directly in terms of activities, but rather in terms of "events." These events correspond to the "milestones" of the program's progress.

The program evaluation and reporting technique (PERT) is a powerful technique for control and includes a very systematic scheduling component. The PERT method of control was designed for very large projects, and has proven useful as a technique and as a practical training device in control philosophy. PERT methods are designed primarily for one-time, or very probablistic jobs. Other control techniques, such as "line-of-balance" are used for repetitive, or more reasonably predictable work, particularly in manufacturing. The fundamental idea of PERT is to show graphically the relations, sequence and dependence of various parts or activities of a project.

Communication is essential at all stages of project work, especially at its termination when the information developed by the project is stored in a report or model, or a design. Paper work is an indispensable tool for both factual and aesthetic (emotional) considerations. People do not live by facts alone. On the contrary, decisions are more often made on the basis of emotional considerations. Reports cannot be boring or offensive, but must be readable:

> State conclusions specifically and clearly. These are the heart of your report.
>
> Provide material to back up the conclusions and key it carefully to them. This enables the reader to judge for himself how valid the conclusions are.
>
> Indicate all experimental procedures and conditions (analytical assumptions and methods) so carefully that someone unknown to the project team could repeat the work and get the same results.
>
> Make the report quick and easy to use. Use a good summary; a table of contents; good headings and articulate separation of parts. Pictures, drawings and charts where ever helpful should be keyed carefully to the text and the text to them. Appendices should be used for the bulk of data and backup material. Ideally the main body of a report should be relatively short with references to more extensive material in appendices.

In whatever way the project is summarized for presentation, something is required in order to communicate precisely the concepts, the supporting data and the proposed solution. There are four criteria of excellence for report writing:

> Completeness in the report answers questions about accomplishments, or lack of them and especially with respect to project goals. Claims are backed up with evidence (experimental data or calculations) which enables the user to judge for himself the correctness of results.
>
> The report should be as simple as possible consistent with the fact that the report stands for the project. Clarity and organization are indispensable.
>
> Technical correctness implies that the project reflects the work done.
>
> When time and money are invested in a project, the report should be received in time to provide a base for decision-making.

Action Group Guidance:

A helpless feeling is detrimental to group activity. For example, you are sitting in a group. But you don't know what to do about that lost feeling. Have you ever asked, "Does anyone have a verbal guide?" Most of us know, that it is common for a discussion group to be lost--circling in a forest of nouns, adjectives, adverbs, and wicked split infinitives. Sometimes, as the leader, we feel guilty. More often, as a member, we are just disgusted. The actions of a single person can have a strong influence on the productivity of the group. Whether or not the group leader has been assigned makes little difference.

In most groups the leader and the members are both interested in the same thing--helping the group reach its goal. Under normal circumstances the group will reach that goal if the right kind of questions are asked and answered at the right time. Asking for possible solutions to the group problem may be very helpful after the group has been working on the problem for some time. But the asking for solutions at the beginning of the meeting may not only be a waste of time, but could interfere with the more useful question, "What is our problem?"

A group needs not only questions and answers but all sorts of statements of actions. These statements of action are really group problem solving functions. A group guide consists of a mental list of these helpful functions. Through the intelligent use of such functions a group can be helped to achieve its goal more promptly and efficiently and at the same time alleviate most of the pain accompanying group decision making. Group problem solving includes any acts which may help the group members achieve their goal. Different groups with different goals require different functions to reach their goal. The problem solving functions will be most useful it they are constructed to fit your own particular group.

Using human relations (or socio-dynamics) as a guide is much easier than it sounds. Once familiar with the group, the leader can usually guess which functions will be adequately handled before he gets to the meeting. In attending, for example, the fifth meeting of a group interested in juvenile delinquency in the community, the following might be anticipated:

> The problem was rather clearly defined in the first four meetings.
>
> At the last meeting a sub-goal was set which was generally agreed upon. This function will probably not be needed at today's meeting.
>
> After the first two meetings, group members seemed to feel free to express their opinions. Unless something unusual is to occur, this function will not need special attention.
>
> Two participants have consistently played the role of opposers. If they are present, this function will probably be taken care of.
>
> The group recorder has regularly summarized our progress from the standpoint of content. Some summary in the area of group process may be needed.

As the leader approaches such a meeting, his guidelines would then consist of the following:

Information seeking and giving
Coordinating
Solution proposing
Supporting
Summarizing group process

During the meeting the leader might check from time to time to see if any of these functions are particularly needed. If it is a mature, friendly group, the leader will probably find that others are fulfilling most of these functions satisfactorily.

In constructing verbal guidelines, it may be necessary to discard or revise the group problem solving functions. When you have decided which of these functions you are going to look for, begin by practicing. You will probably encounter one major difficulty. If you are (as the psychologists say) "ego-involved" in the discussion, you might find that you become so interested in the subject matter that you forget to use your guidelines. The best way to avoid this, is to begin practicing on groups where you do not feel very strongly about the matter under discussion. The first few times you could simply act as observer, noting which of these functions are needed. After you have learned how to spot these, you can begin to fill in the gaps for the group.

When the leader tries to furnish his group with these missing problem solving functions, he should not have much trouble except in the matter of coordinating. Clarifying and pointing our relationships between the sometimes vague and wandering contributions is often a difficult task. Normally, the leader can depend on other members to help him coordinate when they realize what he is trying to do.

One of the surest ways to bring out resentment and confusion in the group is to declare in a loud voice that you have guidelines which will lead the group out of the wilderness. A statement of this sort is almost certain to arouse antagonism. Most groups are sincerely interested in achieving their goals.

However, unobtrusive use of these problem solving functions will help the group move towards these goals. In a very short time other members will come to see the value of your contributions and will begin to supply these needed functions. Intelligent group participation is contagious. You can become a communications leader through the use of verbal guidelines:

Were the above things done in this meeting?
Were they done at the time they were needed?
If they were not done, would it have helped it they had been done?

Some Things To Say Or Do To Help a Group Move Toward Its Goal

Help establish the group goal. If the goal of the group is known, state it. Some members may not know about it or may not be clear about it. If the goal is not known help establish it by proposing one:

"Our job is to . . ."
"I think we ought to try to accomplish this today. . ."

Point out any serious obstacles which you see:

"Wait a minute! Have we the authority to do that?"
"It seems to me the thing we are proposing is contrary to our constitution."

Give or ask for necessary information:

"Here is some information I believe we need at this point."
"Does anyone here have the facts about this matter?"

Propose solutions:

"It seems to me this might work."
"Why don't we try this. . ."

Give or ask for clarification or elaboration:

"I think Tom means. . ."
"I don't quite see what you mean. Will you say it again?"

Oppose harmful suggestions:

"I don't think that would work."
"I don't think we should do this because. . ."

Support helpful suggestions:

"I think that's a good idea."
"I agree."

Give or ask for information about the group's present position in relation to its goal.

"Here is what we have agreed so far. . . But we still have to decide. . ."
"I'm lost. Where are we now?"

FUNCTIONS	WHAT THEY SOUND LIKE	WHAT THEY DO
Information Seeking: A request is made for factual information concerning:		
(a) The group problem	(a) "How much time do our business meetings usually take?"	
or	or	
(b) Methods to be used by the group	(b) "What would be a good way for us to begin attacking this problem?"	"All I want is the facts, Ma'm!" The more completely the group is mutually informed, the better the chances for a wise solution to be agreed upon.
Information Giving: "Facts" are offered which are pertinent to:		
(a) The group problem	(a) "I believe our competent secretary has timed our business meetings for the past six months."	
or	or	
(b) Methods to be used by the group	(a) "Perhaps our first step ought to be an analysis of the minutes of our past meetings to see if we can agree on some ways in which we have been wasting time."	

FUNCTIONS	WHAT THEY SOUND LIKE	WHAT THEY DO
Opinion Seeking: An attempt is made to learn about the feelings or attitudes of the members concerning:		
(a) The problem	(a) "Ruth, you haven't said much. How do you feel about this problem?"	
or	or	
(b) Group method, progress, etc.	(b) "How do the rest of you feel about Dick's suggestion that we analyze the minutes of our past meetings?"	People have opinions--honest! If they don't get a chance to express them, they will not be ready to help the group move forward in its problem solving.
Opinion Giving: Opinions are expressed relevant to:		
(a) The problem	(a) "I haven't said much, but I have been thinking. I wonder if we haven't been making a mountain out of a molehill?"	
or	or	
(b) Group method, progress, etc.	(b) "I think we are going about this in a very systematic way."	

FUNCTIONS	WHAT THEY SOUND LIKE	WHAT THEY DO
Coordinating: A recent statement is clarified (probably restated) and related to earlier contributions.	"Ruth, do you think that we ought to be less formal in our approach to this problem? Perhaps you feel that Hubert's suggestion, that we simply advise the Presidents to attempt to limit our business meetings to thirty minutes, is a better approach?"	This is it ! The most useful, often neglected and difficult function to perform in a group discussion. It demands careful listening, insight into the meanings behind words, a good memory for earlier statements and utmost sincerity. If the coordinating function is well performed, group discussion will be integrated and most comments will be pertinent. What more could be asked!
Solution Seeking: A solution for the group problem is requested.	"Does anyone have an idea how we might solve this problem?"	Obviously, the group can't reach a decision unless a proposal is made. Timing is the important factor here. Ofter solution proposals are made too early--before the necessary information has been made available to menbers or before they have had a chance to express their opinions.
Solution Proposing: A solution for the group problem is suggested. A change or addition to an earlier solution proposal is made.	"It seems to me that our best bet would be to appoint a committee of three people--Dick ought to be one of them--to examine the minutes of past meetings and report back to us."	

FUNCTIONS	WHAT THEY SOUND LIKE	WHAT THEY DO
Opposing: Giving opposition or pointing out obstacles to previous suggestions.	"I think that our club would resent such a cold-blooded analysis of past meetings.	These functions help to eliminate poor solutions and improve mediocre ones. The major reason why groups are superior to individuals in solving problems is because people are better able to criticize someone else's ideas than they are their own.
Supporting: Expressing approval of another's contribution.	"Ruth may have a very good point there. We certainly ought to consider the readiness of our club to hear and use our recommendations."	This helps to keep an idea in front of the group long enough for decent consideration. Many a good suggestion has died an untimely death (unlamented except by its chagrined parent) because of lack of support.
Summarizing: Group progress, from the standpoint of either content or method, is summarized.	"At this point we seem to have developed two ideas. First, that we appoint a committee to analyze past meetings in an attempt to recommend ways to save time. Second, that before deciding upon our own approach to solving the problem we ought to consider the readiness of our club to use the various recommendations we might make."	At its best, summarization helps the members to straighten out their thoughts before going on. At its worst, it confuses issues, establishes armed camps, or effectively cuts off further discussion.

FUNCTIONS	WHAT THEY SOUND LIKE	WHAT THEY DO
Problem Defining: The group problem is defined. The overall purpose of the group is outlines.	"Folks, as I understand it, the purpose of this committee is to try to find ways to shorten the "business part" of our monthly meetings. Is that your understanding too?"	Often it is assumed that we agree on the problem--only to discover later that we really were not sure what our problem was.
Goal Setting: Realistic group goals and sub-goals are suggested.	"I suggest that our goal ought to be a specific list of recommendations which would outline definite ways to shorten our meetings."	Little progress can be made unless group members agree on goals. An acceptable statement of a goal or sub-goal helps the group feel that it is organized and making progress.

PLANNING AND EVALUATION

Planning and evaluation go hand in hand and are probably the most important aspects in program development. Planning and evaluation are complicated matters and often become complex primarily because changes in people's behavior are involved. As a result of theory and experimentation, there are a number of principles involved which can serve as useful guidelines for the librarian in program development. These are important for the librarian to consider since evaluation of behavior has for so many years been a forbidden area of concern in the profession.

Seldom included among these principles and often overlooked by the program planner is the direct and symbiotic relation between planning and evaluation. The end product can no more be left to chance in program development than it can in an industrial process. The outcomes must be specified as well as the means to be employed in order to collect data about them. The outcomes are changes in behavior which the participants do not have at the beginning of a program but which they can be expected to have at the end of it as a result of involvement in the program sequence.

Planning to Meet Objectives:

Librarians have always held their library purposes in fairly sharp focus and, depending upon resources, have established programs in conformity with goals. Like any other social professional, librarians have been challenged by a new set of imperatives which require an enhanced awareness of the interdependence of communication media in maximizing learning.

The research done in learning and communications theory support the principles of reinforcement in the learning situation, and suggests a more perceptual approach to an understanding of communication than either linear logic or the stimulus response approach to meaning is able to supply. Be this as it may, certain factors become fundamental elements in the process of library planning to meet the newer social imperatives:

> Analyze your library agency in order to understand why it is interested in certain publics. Consideration of resources and services offered by the library are important, but also of particular significance are those available

from other social, educational and communications agencies. No single other agency in the community is in as favorable a position as the library to discharge the responsibilities of a coordinating structure.

A library study is also, to an extent, an analysis of the library's image. For example, the book may predominate in this library in all its stuffy splendor, or the librarians in that library may be oriented towards a more open-ended learning experience for all people. In the latter instance, media will predominate including a wide range of materials and equipment.

In any event, when librarians are aware of today's world, there is an awareness that the level of expectancy has changed for the population at large from print to audio and visual instruments. Youth, especially, operates within this frame of expectancy. Those youth, particularly, who graduate from media centered high schools are often shocked because they find only books in the public and college libraries.

Analyze your publics, in the plural, because the community (whether public, academic or special) is not one amorphous mass, but it is composed of individuals who have many characteristics in common with others. These common characteristics become the "subject headings," under which librarians analyze their publics and group them into categories so as to beam messages to them with specialized content that can be expected to catch and hold their awareness.

User studies are, of course, undertaken on a continuing basis. User studies are of particular significance in helping to answer such questions as: (a) Whom do you wish to reach? (b) Where can you reach them? (c) When can you reach them?

Users of library resources are in a sense committed, or at least, partially involved, in library services. But since users represent such a small element in the total population, potential publics must be analyzed as well. As a result of a community study, interests and concerns will be identified, and emerge as characteristics under which people can be grouped, and programs developed in order to catch and hold their attention. Such utilization of motivational planning is necessary, because meaning emerges only when information becomes kinetic, i.e. related to real-life interests.

Analyze your resources in order to determine whether the resources and the materials availabe are pertinent to the interests and abilities of the publics to be reached. In addition, it is important to have resources in sufficient duplication. When a specific title is mentioned on a mass media program, are there enough copies to cope with the demand for it? Resource surveillance keeps one aware of public media programing and the demands that are likely to occur.

Beyond the library, many other resources exist in the community which could be utilized were they identified and organized for use. Audiovisual and printed materials, as well as persons with special capabilities are available and could be given wider exposure. Then resource persons are identified, they can be made available to others through one of the library's reference tool known as a community resource file. Another reference tool, the community calendar, identifies the program and other organized activities of groups, and lists them for wide perusal.

Campaign planning is a method used by libraries to focus attention upon an objective and a particular public to be reached. Just to program without reference to a target group, is to disperse one's efforts and to scatter one's effectiveness in a wasteful misuse of resource potential. The "Friends" of the library is an example of a satellite group, which can render invaluable assistance both in specific group programing, and in making it difficult for people to avoid thinking about the specific issue at hand.

When media are orchestrated around an issue, it becomes easier to precipitate an ever widening involvement of people in the community, in studying the need for change. For example, in any library campaign for community education about an issue, there are at least three levels of program development. At first, it is necessary to introduce the topic and the library's relationship to it. Such techniques as display and "take-homes" help to accomplish this initial orientation.

At the next level of development, selective dissemination of information helps to open up the topic for various publics. Mailing lists are organized, for example, aroung the characteristics of the audiences to be reached. Speakers and films can be selected to accomplish in programs for the smaller group what readers advisory and reference services can do for the individual.

Finally, on the widest level of all, the mass media can create an awareness in the public at large of the issue of concern to the community, i. e. concern about a particular issue can be simultaneously introduced on television, radio and newspapers and pursued by them in a number of variations in an effort to reach groups whenever convenient for them, and wherever they may happen to be. Commentary on the issues which have been introduced, and greater depth of presentation can be effected through magazines, newspaper articles and program planning.

Program Development:

Media utilization presupposes an audience assembled in one place at one time. Of course, this does not entirely rule out a one-person audience, but such a situation is not as frequent nor serves the primary purpose of media transmissions. Consequently, group methods are mandatory, and add a dimension to library service that may be a worthwhile counterbalance to the over-individualization of reading.

Fitting technique to purpose is required because some plan and order is necessary in group activity in order to ensure purposeful communication. If meaning is allowed to occur haphazardly, it may at a later date have to be corrected. Efficiency in communication is accomplished by fitting appropriate technique to the specific purposes sought. Purposes can range over those which reach for information, for understanding, for problem-solving, or skill development.

If information is sought in the communications situation, then one could consider as a technique a speaker who is informed and whose message is organized. As an alternative, one of the audiovisuals might be satisfactory -- particularly a file, a video tape, or a slide presentation that can carry an integrated message. For a smaller group, the working paper can serve as a satisfactory substitute. When the panel used is of a symposium format, information can be communicated directly and be fairly effectively.

If understanding is the purpose of the structure communication, then something more than the speaker, the film or the working paper is needed. These information techniques may be used as a brief introduction, but they should be supplemented by the panel discussion, role play and straight discussion. In these techniques, understanding is better achieved because information is shared and considered from different points of view.

If problem-solving is the goal of the communications situation, then any of the techniques for information and understanding may be used to define the problem. Once defined and analyzed, it is commonly expected that some action will develop. In order to promote action, a solution must be worked out through the technique of a meeting structure. Concensus should be reached at each step of the agenda or else no final agreement is ever likely to occur.

If the development of a skill is the objective of the communication or the learning enterprise, then any technique considered above can be used as long as it leads to involvement. When a skill is developed, habit patterns are usually changed or new ones formed. Consequently, involvement in the skill-producing activity is of primary importance, and is induced most directly through techniques such as the case study, and extended practice periods.

Starting with an idea: there appears to be two major ways of introducing a program -- either with an idea or with an authority. When starting with an idea, the issue to be started with should be analyzed into its constituent topics. In such instances, the librarian puts to work his understanding of selection principles by identifying the main topic, the secondary and related topics.

The idea should be an "original" one to start with, for unless the issue is important, it is difficult to create a situation where the skills of creative and critical thinking can be employed. Issues surrounding the idea should be identified, pro and con, with which participants and the audience can agree or not. If this is not the case, it is difficult to give substance to any listening, viewing or reading experiences. Certainly, if in addition the idea can be visualized, greater impact and depth of meaning is likely to occur.

Some consideration should be given as to the application to which the idea may be put, that is, what purposes is the program designed to achieve and with whom? The consumer should be carefully delineated, indicating how the idea will appeal, and in what degree, to the audience selected.

The subject, or main idea, should be timely or its timeliness be made evident by relating it to other items in the news. If the subject is sufficiently interesting and its presentation timely, any audience can be expected to have questions. As many questions as possible should be anticipated, perhaps under some such structure as the following: (a) points requiring fuller treatment; (b) points of disagreement; (c) points not covered.

As is typical in any library sponsored program, further learning is encouraged in order to deepen and to prolong the attention-getting initial interest. Take-homes are usually available, such as specially prepared reading lists; or, circulated services can be made available for materials of related interest displayed on the spot. Other library services such as reference and readers advisory may be brought to the attention of the audience. Programs sponsored by other agencies in the community may be referred to and, thus, discharged by the library's clearing house function.

Starting with an authority: the usual alternative to starting with an idea is to begin the program with an authority who has been carefully selected from the community resource file, as one who is so familiar with his subject, that he talks quite freely about it. In most instances, such a resource person will possess or have access to materials that will enrich his presentation. These resources may be visuals, or valuable suggestions, as to other specialists who could be interviewed about the topic of concern.

The authority selected should have an unhurried and sincere manner. An informal and relaxed person is usually personable and interesting to talk to. Good looks, or beauty may be important but these assets, in themselves, are not enough to carry a program to successful completion.

In recruiting an authority around whom one expects to build a program, some cautions are in order. The person should not be selected simply out of a feeling of obligation because of many hours devoted to committee work either for the library or for any other agency. Neither should the authority be one who has few assets other than the fact of his status as the head of a department or even an agency, and this does not exclude library department heads. Because of the press of duties and other imperatives, such persons often do not have the time to be spontaneous and may have to use excessive notes or resort to memorization. Such limitations will have a detrimental effect upon the quality of the subsequent program in which they participate.

Preparing the materials: starting with an idea, or speaker, does not mean stopping there, particularly on television. One should not underestimate the need for showing as well as speaking. What is seen is as important as what is heard. Every visual must have a purpose, as indeed must every word, and be simplified to the barest essentials. It must be remembered that in the initial segment of every program, brevity almost to the point of labeling is essential for instant appeal. If the viewer is going to switch channels, he will do so in the first half minute.

The script outline is a helpful device for those who are beginning to develop programs for television. The script outline helps one to visualize the action of the program as the viewer will see it. Like the teacher's lesson plan, it can eventually be discarded after one has developed a facility and case with this new medium. The script outline should include at least the following elements:

1. Draw a line down the center of an 8 1/2 x 11 sheet of paper.

2. At left, write VIDEO. At right, write AUDIO.

3. On left, indicate things to be done or shown. On right, indicate what you want to say.

4. Open with something happening -- unusual and compelling. Avoid introductions and long beginnings. Remember the guidelines you expect to use with any other group programing. You've got to SIMPLIFY, almost LABEL for brevity and instant appeal.

5. Indicate time allotments in the right hand margin.

6. Plan smooth transitions from one part of the program to the next.

7. Spread visuals throughout the program, and use action as much as possible.

Evaluation of Outcomes:

Evaluation offers the greatest potential benefit if it is a longtime, continuous and built-in part of the total communications process. One-shot evaluations are insufficient. If results of evaluation are fed back to help in the redefinition of goals and improvement of approach, the whole communicative effort can benefit. Evaluation should be more concerned with results than with energy spent. Numbers of films shown, books borrowed, program hours scheduled, money spent, booadcasts made and conferences attended may account for time and energy but in themselves reveal little evidence of changes brought about in behavior. The evaluation of communicative activity is better concerned with outcomes, with results, with changes in people.

Self-appraisal usually is better than appraisal by outsiders. Evaluation surveys by "outside experts" which do not adequately involve local people frequently result in little improvement. As a process, evaluation has most value to those who go through it. The librarian who becomes most deeply involved in evaluation will grow most. Everyone concerned with the communicative effort should be involved in evaluation. It can be at any level. The board evaluates. An administeator or team can evaluate. The staff can be brought into the process. More beneficial is the involvement of patrons, club members, everyone taking part. The public too evaluates, sometimes directly and sometimes through elected representatives.

Comparison of achievement with objectives within a program leads to more growth than comparison of one program with another. If progress is being made, repeated evaluation will show increments of growth toward accepted objectives. Objectives should recede as they are approached. Long-term objectives are usually ideals. To capture some feeling of success, short-term program goals must be set for participants.

Some evidence of behavior change is more valid than others. Some evidence comes closer than others to indicating true behavior. Evaluation in communication is usally a compromise between collecting imperfect-but-easy-to-obtain evidence and truly valid evidence of growth and change. A single index, while desired by the layman, seldom satisfies the professional person or the interested amateur. The evaluator must be acquainted with a wide range of procedures, instruments, and indices in order to make a wise selection (Program Evaluation in Adult Education. A.E.A., 1952):

Procedures	Instruments	Indices
Review available data on behavior	Any data gather instrument	Statistics
Direct observation--time sampling	Record behavior during specific period	Frequency or intensity of behavior patterns
Self-observation and reporting	Self-descriptive tests	Summaries of descriptions
Narrative of developmental accounts	Case histories; cumulative records: courses taken; occupational experiences; tests and exam results; leadership positions held; health and personal history; personality descriptions; significant and/or cultural experiences; guidance conferences with counselors.	Summaries and evaluation of behavior records
Stimulate perform- under controlled and standardized conditions	Tests and scales; intelligence; performance; achievement; aptitude; personality inventory; attitude scales; projective and situational tests.	Test scores, or derivations
Collect panel or informed judges opinion	Rating scales	Place on a descriptive or numerical scale; rankings

Procedures	Instruments	Indices
Make a complete survey of conditions, census	Questionnaire or interview schedule	Statistics and descriptive information
Make a survey of a representative sample	Questionnaire or interview schedule	Statistics, division of characteristics; descriptive information
Follow-up to note behavior after the educational activity is over; inquiry of person or associates to compare with previous behavior	Mailed questionnaire; interview schedules	Presence or frequency of behavior patterns

Evaluation is always made in terms of objectives or goals. In communication, the outcome desired is a change in behavior. Both the participants and the leader (agency) have objectives for communicative activity, and must be in fundamental agreement in order for a successful program to emerge. In addition, governing boards and public opinion have a hand, sometimes indirectly, in setting objectives. Whether objectives arise from organic (biological), or environmental (social, cultural, spiritual) forces, they constitute the "developmental tasks" of participants at successive ages in their particular life span.

In the past, personal objectives of individuals have determined (consensus) a large part of the programing in libraries. But public agencies should also be concerned with objectives which are consistent with the objectives of the supporting social order. In a democracy, the highest human power which sets learning objectives for an adult is the adult himself as well as the majority will of his peers. The professional task is to identify and define educational needs and interests in harmony with the objectives of participants. Setting adequate objectives is the major concern of evaluation and is a valuable outcome. Objectives to be worthwhile must be: a) expressed in terms of behavior; b) clearly and specifically stated; c) widely understood and accepted by all involved in a learning activity; d) attainable; e) recognized as potentially changing.

Evaluation as the "final" component of the group process is essential to improve participants understanding of group dynamics, the factors which contribute to effective participation, and communication as well as creative and critical thinking. Evaluation as a term has been widely used and often rather loosely. This is understandable since there are a number of different kinds of evaluation which can be used for different purposes. The following are some of the kinds of evaluation which can be used to get effect in the group process. During the course of an ordinary group program not all of these devices may be used; but they can be. Use of them can be most effective in improving the operation of the program while it is in process and in revising and re-planning the next program after it is over:

> Evaluation of participation: to determine the amount of participation, the kind of participation and the level of participation.
>
> Evaluation of participant attitudes and reactions to the program as it progresses: informal evaluation through member reactions and feelings.
>
> Evaluation of the effectiveness of leadership: to determine the extent to which the leader is effective in creating the required climate for group activity.
>
> Evaluation of the extent to which different roles necessary to the group have been assumed by the participants.
>
> Evaluation of the "group-process", the extent to which the group is performing "work" and "non-work", the frustration of the group and the factors bringing about this frustration.
>
> Evaluation of the effectiveness of the reasoning and the degree of logic being applied by the participants.
>
> Evaluation of the degree to which the program, as a whole, has been effective in achieving its goals.

The general purpose of librarian sponsored group activity is communicative. Communication is a process whereby desired changes are induced in the behavior of individuals and participants in groups. Changes in behavior include changes in thinking, feeling and acting. In group activity the objectives and goals should relate to the desired behavioral changes of the individuals who participate. These goals include the participatory skills of the social game, the ability to read, look and listen, and an understanding of creative and critical thinking as applied to the social function of each participant.

The following devices for evaluation are all ones which can be used while the program is in process. These are devices which should be immediately applied so that the program can be improved before it is over, and so that minor problems and difficulties can be identified and dealt with before they become major ones:

Participation Evaluation determines how many members in the group are participating in discussion and in what manner.

Membership Attitudes and Reactions secure insights into the feelings and reactions of members of the group to the program, the leader, and the manner in which the program is being conducted. Every leader will probably carry out such evaluation on an informal basis. He will do it through his conversations with group members during the "coffee-break". He will get reactions by talking to members after meetings. The wise leader will listen for these informal and personal reactions and he will use them in constantly revising and improving both his own leadership practices as well as the general conduct of the group.

Effectiveness of Leadership determines how effective the leader is, to what extent he is applying the characteristics of good leadership and to what degree he is successful in using the leadership styles and patterns which are appropriate. In practice, observation sheets can be made out by one observer appointed specifically for the purpose and his report can be given to the group. These sheets can also be made out by all members after a discussion has been completed and their comments compared in a general analysis of the discussion.

Extent to Which Membership Roles Fulfilled determines the extent to which the different membership roles necessary for effective group operation are actually represented in the group and the degree to which these different roles are constructive or destructive of the work of the group. This kind of evaluation also sensitizes group members to the need for roles which have not yet been assumed in the group.

Level of Group Process and Group Relations determines the effectiveness of group climate, group relations, leader-group relations. It is aimed primarily at evaluating the social climate of the group and the personal and interpersonal aspects which underlie the effective operation of the group. In general it would not be wise to undertake this kind of observation or evaluation unless a person experienced in the field of group training, social psychology or group dynamics conducts it.

Effectiveness of Reasoning and Logic determines the extent to which the group is applying sound reasoning and effective logic to the process of discussion. An observer can be used for this purpose as well as for evaluating the effectiveness of communication within the group.

Extent to Which Program Has Achieved the Goals stated at the outset of a program have been achieved. To what extent have the different kinds of behavioral changes, in thinking, understanding, information, attitudes been brought about during the course of the program?

Evaluation devices and techniques are not, as is so often the case, merely an exercise or a method for providing the leader with some information and data which he then can "file and forget". Neither is the purpose of evaluation to provide the leader with nice pleasant statements about the program which will help to build up his ego and make him feel happy. The major reason for evaluation is to help the leader and the members of the group to know what progress they are making, to identify problems impeding more effective progress and to suggest methods for dealing with these problems.

At this point it is important to emphasize the need for feedback in connection with all of the evaluation techniques and devices. By feedback is meant reporting back to the group the results of the evaluation. Feedback or the cybernetic loop is important because:

> Since participants, in one way or another, have taken part in making the evaluation possible, or since they are the people being observed, they deserve to be informed of the results of the evaluation.
>
> Since the effectiveness of group programs depends not alone on the leader but at least as much on the members, they also should be informed about the progress and the problems so that they can help in dealing with them.
>
> If group-members know that they will participate in discussion of the evaluation, they will be more willing to participate in any questionnaires, data-collection or observation which are necessary for the evaluation.
>
> The general security of the group can be considerably strengthened if they have frequent opportunities to "know where they are" and to find out "how they are doing" through a process of evaluation and feedback.
>
> The group members should know what the purpose of the evaluation and observation is. Tell them why you are carrying it on and what you hope to get out of it. Show them how it ties into objectives, and how it can help to make the program more effective. Once the

members understand the need and purpose of the evaluation they will be happy to cooperate, especially if they know that they will be able to hear and comment on the results.

Be willing to abide by the results whether good or bad. If changes are required, make them. If there is a need for more consultation with the group about problems that have been revealed, consult with them. It is essential that action be taken if it is indicated as a result of evaluation.

Evaluation may not be a concept which librarians can easily accept. So often by training and experience they are conditioned to the demand syndrome of library service without extensive consideration of purpose and usefulness. However, a sound program of evaluation, one which attempts to determine the extent to which goals have been achieved and the ways in which they can be better achieved in the future, has several very practical pay-offs:

The leader will have a greater feeling of security and satisfaction if he really knows to what extent the desired goals have been achieved. He continues to learn and to grow and improve himself.

By pin-pointing the goals and emphasizing them both for himself and for the participants, the program will be improved. Both leader and participants will continually be referring to the goals to determine whether they are making progress and how they can make better progress.

The leader can improve continually his own performance and improve the materials and his methods so that the program will have increasing value as he continues to act as a leader.

Participants, as they are involved in the process of evaluation, become more identified with the program and will be more interested in participating in future programs. Program evaluation provides an effective method of reviewing the major content of the program.

The entire program will be improved. The basic aspects of a democratic program will be carried into practice by involving participants in the evaluation process and by accepting their help in improving the program.

SEMANTIC DIFFERENTIAL

The semanic differential is a technique used to measure your feelings about a thing, a person, or an idea. At the top of each page is a word or phrase followed by 10 scales. Each scale consists of two opposing adjectives at the ends of a seven space line. Place a checkmark or X on the scale in the space you feel best fits the concept. If one adjective fits better than the other, place the mark nearer that first adjective. The more completely the term fits better than the other, place the mark nearer that first adjective. The more completely the term fits the concept, the closer the mark should be placed to it. A mark in the center space indicates both terms fit the concept equally well.

The semantic differential places more emphasis on the connotative value of the scale adjectives than on their denotative value. In some cases you may feel that the scale adjectives have no logical connection to the concept. Remember, we are trying to measure feelings, not facts. Place your mark on the scale according to your reaction to the concept listed. For example, if the word were rose, one scale might be kind-cruel. Logically a rose cannot be kind or cruel, but most people would feel that rose would rate closer to "kind" than to "cruel". This would be indicated as:

ROSE
kind X |____|____|____|____|____|____| cruel

You should work very quickly, using your first reactions. Each page has 10 scales and you will be given 15 seconds to complete it. The tester will warn you after 10 seconds. Do not omit any scale or make more than one mark on any scale. When you finish a page, wait until the tester tells you to turn the page.

1. SUPERVISOR

tender ___|___|___|___|___|___|___ tough

flexible ___|___|___|___|___|___|___ rigid

active ___|___|___|___|___|___|___ passive

soft ___|___|___|___|___|___|___ hard

open ___|___|___|___|___|___|___ closed

strong ___|___|___|___|___|___|___ weak

hot ___|___|___|___|___|___|___ cold

nice ___|___|___|___|___|___|___ awful

happy ___|___|___|___|___|___|___ sad

relaxed ___|___|___|___|___|___|___ tense

Repeat the above ten scales under each of the following concepts, and administer:

2. APPRAISAL INTERVIEW
3. INSERVICE TRAINING
4. LIBRARY INSTITUTE
5. BLACK COMMUNITY
6. CONFRONTATION
7. FEELING
8. CITIZEN CONTROL OF LIBRARY
9. VOLUNTEERS
10. ACTIVIST
11. ENCOUNTER GROUP
12. ABORTION
13. WELFARE

TOLERANCE OF AMBIGUITY

Please use the following scale to indicate your feelings about the statements below:

Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
1	2	3	5	6	7

Please place one of the numbers from 1 to 7 to the left of each statement.

1. People who fit their lives to a schedule probably miss most of the joy of living.

2. I would like to live in a foreign country for a while.

3. An expert who doesn't come up with a definite answer probably doesn't know too much.

4. In the long run it is possible to get more done by tackling small, simple problems rather than large and complicated ones.

5. There is really no such thing as a problem that can't be solved.

6. A good teacher is one who makes you wonder about your way of looking at things.

7. Teachers or supervisors who hand out vague assignments give a chance for one to show initiative and originality.

8. The sooner we all acquire similar values and ideals the better.

9. A person who leads an even, regular life in which few surprises or unexpected happenings arise, really has a lot to be grateful for.

10.. Often the most interesting and stimulating people are those who don't mind being different and original.

11. A good job is one where what is to be done and how it is to be done are always clear.

12. It is more fun to tackle a complicated problem than to solve a simple one.

13. I like parties where I know most of the people, more than ones where all or most of the people are complete strangers.

14. What we are used to is always preferable to what is unfamiliar.

15. Many of our most important decisions are based upon insufficient information.

16. People who insist upon a yes or no answer just don't know how complicated things really are.

MANAGEMENT ATTITUDE SCALE

According to Dr. Rensis Lickert, Director of the Institute for Social Research at the University of Michigan who considered a study of organization systems, engineering groups which fall under the structure of participative management (the column at the extreme right) are are more productive than those that lean toward the authoritarian type of management.

Profile of an Organization

Operating Characteristics	Exploitive	Benevolent	Consultative	Participative
How much confidence do superiors have in subordinates?	None	Condescending like master and servant	Substantial, control decisions	Complete
Does superior get ideas from subordinates to help solve job problems?	Seldom	Sometimes gets	Usually	Always
What attitudes are developed toward organization and its goals?	Usually hostile	Sometimes hostile	Usually favorable	Very favorable

Operating Characteristics	Exploitive	Benevolent	Consultative	Participative
Are communications accepted by subordinates?	No; viewed with great suspicion	Some accepted, some viewed with suspicion	Often; if not, may/be openly questioned	Generally; if not, then openly questioned
How much cooperative teamwork?	None	Relatively little	Moderate	Very Substantial throughout organization
What is character of employee interaction	Little; always fear and distrust	Little; condescension by superiors, fear by subordinates	Moderate; fair amount of trust	Extensive; friendly high degree of trust
At what level are decisions made?	Bulk at top	Policy at top, specific decisions lower down	Policy at top, many at lower levels, checked with top	Throughout organization
Are decision-makers aware of problems especially at lower levels?	Often unaware	Of some, not others	Moderately	Well aware
Does decision-making process motivate those carrying out decisions?	Little or at all	Relatively little extent	To some	Substantially
Are subordinates set or ordered?	Not at all	Never; sometimes consulted	Not generally, but usually consulted	Fully

Operating Characteristics	Exploitive	Benevolent	Consultative	Participative
Are subordinates involved in?	Not at all	Never; sometimes consulted	Not generally, but usually consulted	Fully
How are cost, productivity, (etc.) data used? For selfguidance	Punitively for policing	Policy (reward and punishment), sometimes punitively	Policing (reward, some punishment) guidance in accord with orders	Self-guidance coordinated problem-solving

SUPERVISOR ATTITUDES

1. Anyone is able to do almost any job if he tries hard enough.
Agree_______ Disagree_______

2. People are basically the same and should be treated pretty much alike. Agree _______ Disagree_________

3. We are born with certain aptitudes, capacities, and potentials and these tend to limit the things we can do.
Agree________ Disagree__________

4. The only kind of recognition that means anything to an employee is more money. Agree_________ Disagree__________

5. Intelligence consists of what we've learned since we were born.
Agree_________ Disagree_________

6. Most employees are interested in doing work of which they can be proud. Agree________ Disagree________

7. If a supervisor knows all about the work to be done, he is therefore qualified to teach others how to do it.
Agree_________ Disagree__________

8. Everyone is either an introvert or an extrovert.
Agree_________ Disagree___________

9. Heredity refers to everything that has happened to us since we were born. Agree__________ Disagree____________

10. Frustration means that something is blocking the wishes or desires of an individual. Agree________ Disagree__________

11. Teaching is complete only when the learner has learned.
Agree________ Disagree____________

12. Lack of interest accounts for more loafing on the part of employees than does laziness. Agree________ Disagree__________

13. Introverts and extroverts should be put on a job where they work together. Agree____________ Disagree____________

14. If we know an employee well, we can always tell what he'll do in a given situation. Agree________ Disagree__________

15. Attitudes are usually based on a careful study of the facts.
Agree__________ Disagree__________

16. An employee's ability to do a given piece of work is always a sure that he is satisfied and properly placed.
Agree__________ Disagree_________

17. An introvert likes to work with others and is usually the "life of the party". Agree_________ Disagree___________

18. Employees are faced with frustrating situations almost every day. Agree__________ Disagree___________

19. The older we are, the more fixed are our attitudes.
Agree___________ Disagree___________

20. The best way to overcome frustrations is to fight vigorously.
Agree_________ Disagree___________

21. The motivating factor among most employees is to be paid at the end of the week and to be told what to do.
Agree_________ Disagree___________

22. A supervisor should not be too concerned about his employees' feelings. Agree__________ Disagree___________

23. The person with the highest intelligence, best personality and most experience should always be selected for a job.
Agree___________ Disagree__________

24. An employee will probably get along faster and better if he has two supervisors than if he has only one.
Agree___________ Disagree______

25. If an employee is dissatisfied with a job at a low lwvel, he probably will also be dissatisfied with any job at a higher level.
Agree___________ Disagree______

26. A supervisor cannot be expected to train his employees. He is too busy running his department. Agree__________ Disagree________

27. A supervisor should be able to solve his own problems without getting all the detailed facts. Agree_________ Disagree__________

28. Grievances and morale problems should be handled by a special department set up for the purpose, rather than by departmental supervisors. Agree__________ Disagree__________

29. People will work faster and longer if they always have a little more work ahead of them than they can possible do.
Agree__________ Disagree______________

30. The best way to get the most work from an employee is to make him feel he might lose his job. Agree______ Disagree________

31. When correcting the work an employee has been doing work, the supervisor should have the other employees observe so that they won't make the same mistake. Agree________ Disagree________

32. A well-trained working force is a result of maintaining a large training department. Agree______ Disagree_________

33. A group of people can usually find a better solution to a problem than one individual can. Agree________ Disagree__________

34. A good supervisor must be able to perform all the jobs in his department. Agree________ Disagree________

35. An employer has a right to expect that his employees will leave their problems at home. Agree_______ Disagree__________

36. A supervisor should never admit a mistake to his employees.
Agree_________ Disagree____________

37. A knowledge of the personalities involved helps in solving problems.
Agree_________ Disagree____________

38. Final responsibility for the work of his unit cannot be delegated to any else by a supervisor. Agree_______ Disagree_______

39. A supervisor who notices that one of his men gets nervous and confused whenever he is watched should spend considerable time near him until the nervousness disappears. Agree_______ Disagree______

40. The more details a supervisor handles by himself, the better executive he is likely to be. Agree________ Disagree_________

41. High wages and job secutity are the only things that are important to employees. Agree________ Disagree__________

42. The best thing a supervisor can do is he has a troublemaker in his department is to recommend a dismissal for the employee.
Agree__________ Disagree__________

43. In training an employee, the first thing the supervisor should do is show in detail how the job is performed.
Agree__________ Disagree__________

44. It's bad policy for a supervisor to tell an employee, "I don't know the answer to your question, but I'll find out and let you know." Agree__________ Disagree__________

45. A supervisor should accept and carry out any order he receives from an important representative of another department.
Agree_____ Disagree_____

46. In making a decision, a good supervisor is concerned with his employees feelings about the decision.
Agree_____ Disagree______

47. A supervisor would lose respect if he asked his employee for suggestions. Agree_____ Disagree_____

48. A good instruction rule is to emphasize how not to do the job.
Agree______ Disagree______

49. Most supervisors fail because they don't have the technical "know-how" for the job. Agree_____ Disagree_____

50. It is important to understand ourselves before we can understand others. Agree_____ Disagree______

51. In order to correct a worker who has made mistake, a good supervisor will begin by pointing out the mistake.
Agree_______ Disagree_________

52. The personnel or training department should be responsible to see that training is done in all departments.
Agree______ Disagree_________

53. A supervisor should be an introvert; otherwise he would spend all day talking with others in the plant and would accomplish very little. Agree_______ Disagree_________

54. Most employees have a bad attitude toward the company because they feel they don't get paid enough. Agree_____ Disagree______

55. Consideration and friendliness are useless in handling tough workers. Agree________ Disagree________

56. An employee of average intelligence should be able to do a job after he is told and shown how it should be done.
Agree______ Disagree_______

57. A supervisor will get the most work from his employees if he watches them closely. Agree______ Disagree______

58. The supervisor is closer to his employees than he is to management. Agree_____ Disagree______

59. A supervisor would be wasting his time talking with his employees about their families, interests, and outside-the-plant problems. Agree______ Disagree_______

60. A knowledge of learning curves and plateaus is important to a supervisor. Agree_____ Disagree______

61. If we have problems bothering us, we should keep them to ourselves and solve them the best way we can.
Agree______ Disagree_______

62. A supervisor should represent his employees to top management.
Agree______ Disagree________

63. Employees who have bad attitudes should be encouraged to quit.
Agree_______ Disagree_______

64. As long as he gets the work done, a supervisor does not have to set a good example by his personal conduct.
Agree_______ Disagree_______

65. It is a good idea to tell an employee he has done a good job in front of other employees. Agree_____ Disagree_______

66. The best way to train a new employee is to have him watch a good employee at the job. Agree______ Disagree_______

67. Follow-up to see how an employee is doing isn't necessary if he got started in the right way. Agree______ Disagree_______

68. Even if he thinks it is wrong, a supervisor should do whatever his boss tells him to do without questioning it.
Agree_______ Disagree_______

69. Criticizing an employee for his mistakes will bring better results than praising him for his good work.
Agree_______ Disagree________

70. Before deciding on the solution to a problem, a list of possible solutions should be made and compared.
Agree_______ Disagree_________

71. A supervisor should be willing to listen to almost anything the employees want to tell him. Agree_______ Disagree__________

72. The supervisor can do very little to make his employees happy because company policy controls such things as wages, vacations and bonuses. Agree_________ Disagree_________

73. The training needs of a department should be determined by the supervisor in charge. Agree______ Disagree_______

74. A supervisor in a large department should never delegate any of his authority to a subordinate; he should delegate only responsibility. Agree________ Disagree________

75. A supervisor doesn't have to be a leader if he has all the "know-how" for the job. Agree________ Disagree_________

76. It pays for the supervisor to spend a lot of time with a new employee to be sure he is well trained on his first job.
Agree________ Disagree__________

PLANNING A MINI-INSTITUTE

James G. Williams

I. Checklist of Items and Activities:

- .. List goals for 3 day Mini-Institute.
- .. Prepare outline of activities for each session to help meet goals.
- .. Contact branch librarians and explain Institute and need to recruit a community liaison leader.
- .. Selecting a candidate for invitation.
- .. How to invite.
- .. Set date for Institute.
- .. Arrange for facilities - space, equipment, etc.
- .. Prepare printed materials for Institute members.
- .. Prepare evaluative materials.
- .. Prepare audiovisuals for Institute sessions, if needed.
- .. Check out facilities - seating, equipment, materials, etc.
- .. Confirm speaker's participation, if any.
- .. Arrange refreshments, meals, other social activities.
- .. Write report including results of evaluation.

GOALS AND OUTLINE FOR 3-DAY MINI-INSTITUTE WITH 3 - 2 hr. SESSIONS/DAY

I. Goals:

- .. Increased sensitivity to the major factors in group processes.
- .. Understanding the dynamics of group leadership.
- .. Increased understanding of individual roles in group processes.

II. Broad Outline of Sessions:

Session 1.

- Introductions and welcome plus housekeeping routines.
- Purpose and goals (group discussion).
- Summary.

Session 2.

- Library as a communication's agent in the community.
- Communication skills - listening, interviewing, counseling, etc.

Session 3.

- Film on interviewing and communications.
- Group discussion - role playing, listening, games, roles, etc.

Session 4.

- Group structures, content, leadership.
- Group leadership - art or science?

Session 5.

- Group roles.
- Group building and maintenance.

Session 6.

- The library role in community group activities.
- Planning an action program of involvement.

Session 7.

- Experiences in group roles, behaviors, and leadership.
- Evaluation and planning session.

III. Detailed Outline of Sessions:

Session 1.

- Coffee hour with introductions and registration.
- Purpose and goals.
  - .. Increased sensitivity to major factors in group processes.
  - .. Understanding the dynamics of group leadership.
  - .. Understanding individual roles in group processes.
- Group views, discussion, concensus.
- Summarize purpose and goals.

Session 2.

- Library as a communication agency in the community.
  - .. Community structure and group participation.
  - .. Need for information resources.
  - .. Need for group leaders.
  - .. Training group leaders.
- Communication skills
  - .. Verbal vs. nonverbal, and dyad vs. group.
  - .. Listening with eyes and ears.
  - .. Common causes of communication failures.
  - .. Improving communications.

Session 3.

- Film on interviewing and communications.
  - .. Can group spot tracking behaviors?
  - .. What are weaknesses in film?

. Group experience in the dyad and group situation.

.. Role plays - interviewing.

.. Role plays - group roles.

Session 4.

. Group structures, content, leadership.

.. Behaviors - encounter, transitional, problem centered.

.. Open discussion.

.. Controlled discussion.

.. Subject matter.

.. Attitudes.

.. Choosing a leader.

.. Leadership characteristics.

. Group leadership - its affects.

Session 5.

. Group roles - Building and maintenance.

.. Maintenance roles.

.. Information roles.

.. Opinion roles.

.. Gatekeeping roles.

.. Dependency roles.

. Protection.
. Security.
. Approval.

Session 6.

- Library role in community group activities.
  - Communicative process.
  - Educational aspects.
  - Community study.
  - Leadership role.
  - Resource center.
- Planning an action program.
  - Goals.
  - Personnel.
  - Costs.
  - Programming.
  - Implementation.

Session 7.

- Experiences in group roles, etc.
  - Role plays.
  - Practice in group dynamics.
  - Evaluation of experience.
- Evaluation and planning.
  - Instruments for evaluation.
  - Planning action program for the community.
    - Needs.
    - Resources.
    - Fitting resources to the needs.

GROUP ENCOUNTER SITUATIONS

by

SARA FINE

SELF AWARENESS EXERCISES

AWARENESS OF EXTERNAL STIMULI; AWARENESS OF PRESENT FEELING: Stand with your eyes closed, be aware of sounds, smells, sense of others nearby, floor under feet; walk around room and try to be aware of sensory perceptions. Stop--what emotion are you experiencing right now? Can you put a name to it? Tell it to someone? Did you make it more positive when you communicated it?

WILLINGNESS TO REVEAL ONE'S SELF: Chose a partner; tell him about yourself, not in terms of facts, but in terms of how you see yourself and how you operate. Describe your loneliness moment; tell him something you are ashamed of. Tell him something about himself or about how you see him.

Did you tell him the truth? How much did you hold back for the sake of "politeness"? How much did you hold back for fear he wouldn't like you?

HOW MUCH SPACE DO YOU NEED: Break into group, mill around with your eyes closed. Now find yourself a position that is comfortable for you. Reach out with your hands and see how far you are from the next person. Move around until you sense that you are close enough or removed enough to be comfortable. Open your eyes. Would you like to move your position?

BASIC TRUST: For a circle. Examine the person on your right. Do you trust him? Would you loan him money? Would you trust him with your safety? (Tell him so-or not). Do falling backwards exercise.

AUTHORITARIAN COMPLIANCE: Assign to group that each member hold his left earlobe with his right hand. Do not instruct them to let go until someone protests. Go on with next exercise.

GAMES PEOPLE PLAY: Discuss individual ways of turning others off and turning them on. Read Game example: Have you tried...Yes, but. Have each member name the most effective game he plays.

PHYSICAL PERCEPTIONS: Have one member in the center with his eyes closed. Choose one member from circle to go in and shake his hand and have center member respond to the impressions from the handshake.

Have members go around circle and tell the person on his right what perception he has from the other's posture.

HOW OTHERS PERCEIVE US: Have four people in each group. Each one is presented with $10,000 and two months vacation. Have the others tell him what they imagine he would do with the money and time. No response from designated member. At end of exercise talk about whether others perceived you as you perceive yourself.

Group on group: One member observes the behavior of one group member. Form one group and observe recounts his perceptions of the member he observed. Reverse procedure but this time with a task to choose a leader of the group.

PERCEPTION OF OTHERS: Choose a partner. One tries to communicate a feeling with his facial expression. Other tries to tell how he perceives the communication. Reverse.

FEELINGS ABOUT TOUCH: Milling around. Pick a partner and with eyes closed try to have a conversation with your hands. Have a fight. Make up. Now touch his face and see if your feelings about him change. Does this make you feel as through you know him better? Do you think this is a sensible exercise?

HONESTY: Pick a partner. Tell him something that you are most afraid of. Tell him some secret about yourself.

Tell him something about himself. Ask him a personal question, something that you have wondered about. Did you tell the truch? Why not?

Life Games

Aren't you impressed by me? Can you beat that?

I can't do it myself

Martyr

I can do anything. I'll think of something

I can't live without you

Blackmail: I'll kill myself; I'll leave you; I'll quit the job

Transference: It's all because of my past

I'll confuse my messages

I'll be deaf; or I'll misunderstand you

Big words

Low voice

Philosophy

Small Talk

Sensitivity

I'll pat you on the back so you'll like me

Sincerity

You can't hurt me

LISTENING EXERCISES

1. Ask for strongly opinioned people about (Women's Lib) For #5
2. Close eyes and walk around room: What do you hear?
3. Have person in middle with eyes closed, group carries on private conversation. What did he hear? Any arguments? Other conversational tones?
4. Use counseling leads: What might the unspoken message be?
5. Discussion Women's Lib: Each person must reflect back both content and affect before he can respond.
6. Pick partner for discussion: Tell your partner when he isn't listening. Say: You say .... but I think you are feeling ....
7. Pick out filler phrases that someone uses; respond to them.
8. Reflection of feeling around the room.
9. Listen to counseling tapes for undercurrent messages.
10. Listening to self on tape recorder; respond to own voice; read Perl's poem.

DISCUSSION

1. Dealing with silence; what is client saying with his silence?
2. Listening skills: What goes on when you listen:

    What am I going to answer
    He doesn't know what he's talking about; forming judgments
    I don't understand but I won't ask because...
    What does he think of me

3. Letting other person know you are listening:

    Mouth closed?
    Eye Contact
    Head, eye, body involvement
    Verbal response
    Silence
    Touch

4. Non-listening Games

Wait until I tell you what happened to me; You think you have problems.
Missing the point
Physical games: glancing away, perhaps at watch, around room, past speaker. non-listening bodily movement

COUNSELING LEADS

I've lost one job after another. The last one was my big chance and I muffed it again. I'll never have another chance like that one.

I grew up in a Jewish neighborhood and I know how those people are--money hungry, pushy, loud--I'd gladly see them all in a gas chamber.

Now that I'm crippled I'll never get married.

It seems that everything I did was was wrong. Nothing I could do would please them. My parents never did love me.

Did you ever notice that you can't depend on blacks? They're lazy and dirty, and if one moved into my neighborhood he'd be sorry he pushed where he doesn't belong.

I couldn't stop myself. I knew I'd be sorry but when the boss told me to go to hell I smashed him.

The other fellows found out I was gay and I could feel them looking at me as if I were some kind of freak. I can't go through that again. I'm afraid to take another job.

I get up in the morning and I dread facing another day. Each day is so empty. Life doesn't seem worth the effort.

I kept hoping the invitation would come but when it did I got all tight inside. I wanted to go to the party, but then I changed my mind. I wished all evening I hadn't been invited.

The teacher never yells at me or even looks at me, but I get a stomach ache every time I go into her class.

Silence.

I don't know where to begin.

I don't have any friends. I try to make friends with other people but they're nice to me and then they turn away. I'm just not like other people.

Now they're talking about a minimum income--you get paid for doing nothing, for being useless. If those people would do an honest day's work they'd get paid for it like everybody else. Why should we give some people a free ride.

It was a day like every other day except that it was different. I just knew I couldn't go on--no job, no one who cares about me, nothing to look forward to. That's when I decided to end it all.

He keeps telling me he loves me but I start to wonder about it as soon as he leaves for work. And it gets worse as the day goes on. I keep wondering if he is really at the office or if he has someone else. By the time he gets home I'm so depressed and irritable. If I try to ask him anything he gets mad and storms out.

My boss asked me to stay late again last night. I really didn't mind it.

It's always 'Brian this and Brian that!' I'd like to never hear his name again. Even if he is my brother I wish he were dead.

I was in prison. I stole a car.

I knew it was wrong to throw that rock through the window.

The other counselor didn't spend so much time with me. I feel as though I can tell you anything.

The other counselor said my boss must have a serious problem to make him act like he does.

What do you think I should do.

COMMUNICATION

Do you sing, or do you saw?

Do you stroke, or do you rasp?

Is your voice dead, or soaked in tears?

Are you machine-gunning me with the rapidity and explosiveness of each of each of your words?

Do you put me to sleep with lullaby softness?

Do you take my breath away with the and--and--and--of your anxiety?

Do you scream at me, a shrew talking to a deaf neighbor over the fence?

Do you torture me with mumbling low sounds in order to make me strain and come to you to receive your mindless communications?

Or keep me on tenderhooks with stuttering, like telling endless jokes for just a tiny punchline laugh?

Is your voice boomingly filling the room, leaving no place for anyone else?

Or are you whining, whining, whining, turning me into your wailing wall?

Do you arouse tensions with elevated brows underling a conspiratory whisper?

Do you punish me with the daggers of your Sunday-school teacher's finger-pointing screech?

Drown me with a priest's oily suffocation?

Or are you engulfing me in loving sound vibrations,

Melting me and turning on lush, embracing fantasies?

No need to listen to the content.

The medium is the message.

Your words lie and persuade

But the sound is true--

Poison or nourishment.
And I dance to your music or I run away
I cringe, or am attracted.
And get a consolation
From this investigation:
I myself can't be too evil, for many of you
Are in love
With my voice.

GROUP TASK

NASA Decision by Consensus

First Section (To be taken by individuals.) Instructions: Yor are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing much of the ship and the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. The following 15 items were left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in getting to the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important item, and so on through number 15, the least important.

_____Box of matches

_____Food concentrate

_____Fifty feet of nylon rope

_____Parachute silk

_____Portable heating unit

_____Two .45 calibre pistols

_____Life raft

_____Magnetic compass

_____One case of dehydrated Pet milk

_____Two 100 lb. tanks of oxygen

_____Stellar map (of the moon's constellation)

_____Five gallons of water

_____Signal flares

_____First aid kit containing injection needles

_____Solar powered FM receiver-transmitter

Second Section (group consensus). This is an exercise group decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the rank for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

> Avoid arguing for your own individual judgements. Approach the task on the basis of logic.
>
> Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
>
> Avoid conflict-reducing techniques such as majority vote, averaging or trading in reaching decisions.
>
> View differences of opinion as helpful rather than as a hindrance in decision making.

Key: Take the difference between your ranking and the ranking on the key. Add the differences. The lower the score the better. These answers are based on the best judgments that are now available to you. They are not absolute in answers.

15	Box of matches	Little or no use on moon.
4	Food Concentrate	Supply daily food required.
6	Fifth ft. nylon rope	Useful in tying injured together, help in climbing.
8	Parachute silk	Shelter against sun's rays.
13	Portable heating unit	Useful only if party landed on dark side of moon.
11	Two .45 pistols	Self-propulsion devices could be made from them.
12	One case dehydrated Pet Milk	Food, mixed with water for drinking.
1	Two 100 lb. tanks of oxygen	Fills respiration requirement.
3	Steller map (of the moon's constellation)	One of the principal means of finding directions.
9	Life raft	CO_2 bottles for self-propulsion across chasms, etc.

14	Magnetic compass	Probably no magnetized poles; thus, useless.
2	Five gallons of water	Replenishes loss by sweating, etc.
10	Signal flares	Distress call when line of sight possible.
7	First aid kit containing injection needles.	Oral pills of injection valuable
5	Solar-powered FM receiver-transmitter	Distress signal transmitter possible communication with mother ship.

GROUP ROLES

Your need is to challenge the group leadership and to take it over.

* *

You are the group organizer; your role is to restate, clarify, take group consensus and to keep things moving. You are impatient with the slowness of group process.

* *

You joined this group because you are lonely and the group offers an opportunity for friendship and warmth. You resist getting to the business at hand and would like to keep the group in its socializing stage.

* *

You are an opinion giver, an active participant in every group you join.

* *

Your role is to be the group buffoon; you can't resist a joke.

* *

You are an encourager who agrees with and accepts the contributions of others. You try to be warm and supportive and everyone's ally. You so want everyone to like you.

* *

You are the group's moralist, highly verbal.

* *

You would like to see the leader deposed and replaced. You support anyone who challenges him but hesitate to challenge him yourself.

* *

You are very timid and contribute only when proded, coaxed, supported.

* *

You represent a reaction group which is philosophically opposed to this group's functioning.

* *

You would like to make this a therapy group where feelings and insight take precedence over the task. You muster some allies to you cause.

* *

You are a "hostile bastard (or bitch)" who sees the negative side of every issue. You resist change and movement; you keep bringing up dead issues.

* *

You consider yourself an expert (and probably are) on the issues around which the group is formed. You'd like them to know it.

* *

You are the leader by appointment and position.

* *

You represent the power and authority of the institution. You are the leader's superior. You are present as a judgmental observor. Let this somehow be known.

SOCIAL SYSTEMS EXERCISES

Draw a picture of your family system indicating both the inside group and outside group. Make a visual notation (e.g. a diagram) of forces that bombard the system from without. Make a heavy mark to indicate your own position in that system. Then consider the following questions:

1. To whom are you subordinate? Whom do you have dominance over?
2. What are the nonverbal, symbolic manifestations of authority and subordination?
3. If you could change your position where would you place it?
4. How is communication made from one level to another? How do various recipients respond to communications made to them?
5. How are rules made? How are they changed? What about **metarules?**
6. Is it an open or closed system? Are individual differences viewed as a threat or are they valued?
7. In what ways is it an effective operation? In what ways is it not?
8. List five abstractions that describe it?
9. Name a role that each member plays.
10. How do tasks get done or problems solved?
11. Think of ways in which the system operates politically: mustering allies, waging war, vying for leadership, subversion, going to "top administration".
12. What are the basic assumptions about people under which the system functions?
13. What kinds of support does the system provide? When does it withdraw support?

14. How is authority challenged, actively or passively?

Repeat the exercise using your work sutuation as a system to be looked at:

15. How would you like to see the system change? How would you go about changing it?
16. How might in-service training operate to effect change in the systems?

How good a manager is this supervisor:

1. To be sure the details he has assigned to his people are handled absolutely correctly, he has them check with him frequently each day.
2. He is happy to devote extra time on and off the job to complete details which his subordinates don't handle.
3. His desk is carefully organized so that numerous messages, memos, letters and work orders are arranged neatly.
4. His office is freely visited by his people who come to him for careful planning, organizing, checking and directing their work.

Questions:

1. Would you like to work for him?
2. Are you like him? In what ways? In what ways are you different?
3. Is he a good subordinate?
4. How do you imagine his behavior at planning meetings with peers ?

5. In what kinds of situations would such a supervisor excel?
6. Is it relevant to know the calibre of people under him? Above him?
7. What if he is the only one who knows how to do this operation?
8. How do you imagine his superior?
9. Do you see room for change and growth in the system under him?
10. Change involves risk. Do you see him as willing to risk?
11. Any thoughts about his family life?
12. Do his subordinates like him?

Promotion of ability: one reaches his level of incompetence for kinds of competence for which one is promoted. This may not be relevant to the higher position. Three kinds of competence: Technical specialty

Administrative: decision making, paper work

Human Relations

TRIAD SUPERVISION MODEL

Counselor-Client-Observer

Observer's function is to watch interview and ask questions of:

Counselor:

What were you feeling at that moment?

Why did you ask that particular question?

What was your reaction to client's revelation?

Incongruity between what you say and the way you say it?

What else might the client have been communicating?

What is going on between you and the client?

What is your hypothesis about the unspoken issues?

Were you pulling away? Avoiding a confrontation? Avoiding a revelation?

Point out strengths.

Client:

How did you respond to that question?

What is going on between you and the counselor?

Are you being listened to?

you being listened to?

Are you having any kind of reaction that you're not voicing to counselor?

What would you like him to ask next?

How do you feel right now?

NOTICE TO ALL PERSONNEL ...Please post on Bulletin Board

As of today, the following changes are in effect:

Sickness: No excuse , , , we will no longer accept your doctor's statement as proof, as we believe if you are able to go to the doctor, you are able to come to work.

Death: (Other than your own). This is no excuse; there is nothing you can do for them, and we are sure that someone else with a lesser position can attend to the arrangements. However, if the funeral can be held in the late afternoon, we will be glad to let you off one hour early, provided that your share of work is ahead to keep the job moving in your absence.

Leave of Absence: (For an operation). We are no longer allowing this practice. We wish to discourage any thought that you may need an operation, as we firmly believe that as long as you are an employee here, you will need all of whatever you have and you should not consider having anything removed. We hired you as you are, and to have anything removed would certainly make you less than we bargained for.

Death: (Your own). This will be accepted as an excuse, but we would like a two-week notice, as we feel it is your duty to teach someone else your job.

ALSO . . Entirely too much time is being spent in the restroom. In the future, we will follow the practice of going in alphabetical order. For instance, those whose names begin with "A" will go from 8:00 a.m. to 8:15 a.m. "B" will go from 8:15 a.m. to 8:30 a.m., and so on. If you are unable to go at your time, it will be necessary to wait until the next day when your turn comes again.

CLIENT GAMES: Why Don't You... Yes, But

GIRL: I'm so plain and dull that I never have any dates.

COUNSELOR: Why don't you go to a good beauty parlor and have your hair done?

GIRL: Yes, but that costs too much money.

C.: Well, how about buying a magazine with some suggestions for different ways of setting it yourself?

G.: Yes, but I tried that--and my hair is too fine. It doesn't hold a set. If I wear it in a bun, it at least looks neat.

C.: How about using makeup to dramatize your features then?

G.: Yes, but my skin is allergic to makeup. I tried it once and my skin broke out.

C.: They have lots of good new nonallergeric makeups out now. Why don't you consult a dermatologist?

G.: Yes, but I know what he'll say. He'll say I don't eat right. I know I eat too much junk and don't have a well-balanced diet. That's the way it is when you live by yourself. Oh, well, beauty is only skin deep.

C.: Well, that's true. Maybe it would help if you took some Adult Education courses, like in art of current events. It helps make you a good conversationalist, you know.

G.: Yes, but they're all at night. And after work I'm so exhausted.

C.: You could find time if it were important enough.

G.: Yes, but that's easy for you to say. You have so much energy. I'm tired all the time.

C.: Why don't you go to bed at night? No wonder you're tired when you sit up and watch "The Late Show" every night.

G.: Yes, But I've got to do something that's fun. That's all there is to do when you're like me.

RESULTS:

Discussion has gone full circle. She begins with the complaint that she is plain and dull, ends up begging the question with the final reason: she is plain and dull because that's the way she is.

Counselor is completely frustrated.
Next game is "Isn't Life Awful?"
Reward for Girl: she doesn't have to do anything about herself because she has proven that nothing can be done. She doesn't need to change.

CLIENT GAMES: Why Don't You... Yes, But

WOMAN: "My husband always insists on doing our own repairs but he never builds anything right."
FRIEND: "Why doesn't he take a course in carpentry?"
W.: "Yes, but he doesn't have time."
F.: 'Why don't you buy him some good tools."
W.: "Yes, but he doesn't know how to use them."
F.2: "Why don't you have your building done by a carpenter?"
W.: Yes, but that would cost too much."
F.3: Why don't you just accept what he does the way he does it?"
W.: Yes, but the whole thing might fall down."

RESULT:

This exchange is usually followed by silence or broken by a phrase like, "That's men for you, always trying to show how efficient they are."

Payoff for W.: she plays the child to many anxious parents.

It is unlikely that any suggestions had not already been thought of by client. The purpose of the game is not to get suggestions but to reject them.

Variation of the game by counselor or friend: "Have you tried...?"

What games might follow this one?

THE NAME OF THE GAME IS...

"Nowadays"

"He's already but..." (Finding a person's blemish)
- Still wearing mini-skirts
- Doesn't have a savings account
- Hasn't read Neitche
- Can't hold his erection
- What's he trying to prove

Why didn't you....No, but...

If it weren't for...

Feel sorry for me

Mine is better than yours

That's the way I am; don't try to change me

People say...they say...everyone knows....

Missionary Game - You've got to save me and I dare you to do it.

I've got it; you get it.

RESOURCE PROBLEMS

Client is an attractive, late adolescent girl. Her approach to you is make timidly, even sheepishly, and her appearance would indicate profound fatigue and sleeplessness. She asks for the medical section with a note of futility, as though the answers to her questions are not to be found in books. Conversation reveals that the girl is unmarried and pregnant. To whom do you refer her? What are the implications in your choice? How do your own values affect this choice?

Client is a concerned father whose approach is made boldly and directly. He asks for help in finding an agency that will help his teen age son with a drug problem. The son has dismissed the idea of being admitted to a hospital or of consulting the community mental health agency. To whom do you refer him? What factors made you decide on your choice (i.e., color, economic reality, etc.)?

Client wants to know how to get in touch with a free legal services agency. He is being relocated by the University and feels alone and abandoned in his frustration and anger. He suspects that there are others sharing his feelings but doesn't know how to reach them. You, being a University librarian, have a vested interest in the University's position. To whom do you refer him. To what extent does your own stance affect your referral choice?

Client is depressed, barely verbal, (perhaps deficient?) black youth. Conversation reveals him to be out of work, and when he stands up he drags a leg behind him. To whom do you refer him? Why? How far will you go in getting him there?

Client is an old man whom you have noticed frequently in the reading room pouring over newspapers and news magazines. Today he stares into space and you sit down beside him and start a conversation. He begins to talk about how alone he is, how bored and depressed. What do you do for him?

Client is black, 40, well spoken and simply says, "I need a job. I have no training. Can you help me?" Where do you send him?

Client is a young, studious, clean cut young man who wants a book on Canada. Your initial assumption is that he is a high school senior on a research assignment is questioned when he reveals that his draft number is up and he is in an agony of indecision about his beliefs and feeling about the war. How do you feel about the draft. To whom do you refer him?

Client is a lonely, frightened, recently divorced woman with two children. She asks for information about available groups she might join to find friendship and support. Where do you send her?

You noticed the client because she is extremely attractive and well dressed and is reading Morton Hunt's The Affair. She approches you to ask directions but you sense her hesitation to leave, and to your quetion, "Can I help in some way?" her eyes fill with tears. Finish the story and decide on a referral.

Client is browsing the Boys' and Girls' room and finally asks for help in finding easy books that would appeal to an older child. When you suggest that there is some such available material for children with "learning disability" she is startled. She has never heard that phrase which seems to describe her child's situation. To whom do you refer her?

Client is a middle aged woman who seems out of place as she sits at a desk in the psychiatric hospital library which is bustling with students and professionals. She has closed her book on the dynamics of suicide and is staring into space. She responds to your smile and your expression of concern by telling you that her husband is acting strangely and she is trying to find a way to help him. To whom do you refer her?

Client is a foreign student studying international affairs at the University. He and his young wife have been unable to make friends in in their neighborhood. In your conversation you find him to be extremely knowledgeable and witty, but it is difficult to understand his heavily accented English. To whom do you refer him?

RESOURCE ASSIGNMENTS: Ground rules

1. You may interpret and expand information presented to you as long as you can justify your interpretations.

2. Is there an agency or several agencies in this area concerned with the problem at issue? Could you give directions for finding them? Could you give the name of an individual to see?

3. You may only be able to find a source, where the client may then in turn be able to obtain further information. If you have gone as far as you can in obtaining specific information, project what your next step or the client's next step would be.

4. Were you able to make any kinds of judgments about the referral source?

5. Keep a record of your thought processes, decisions and subsequent actions. What experiences did you have and what were your reactions to those experiences?

6. Can you give reasons for the referral decisions that you made?

Issues to consider in this assignment:

1. Have you listened to the client and allowed the real problem to be revealed? Do you have any feeling that you may not be responding to the real issue?

2. Do you feel any responsibility for checking out referral sources? If you do, how do you go about making some evaluation?

3. To what extent do your own vested interests, hang-ups, values influence your referral decisions?

4. How far will you go in giving support and direction? How much convincing and/or follow through do you feel is appropriate?

5. What does it feel like to be "disadvantaged" by:

   (a) Unfamiliarity with available community resources.

   (b) Timidity in approaching an unknown voice in an unknown agency (This may be an uncomfortable experience for you--it will be uncomfortable for the client).

   (c) Inability to evaluate the appropriateness or effectiveness of the resource chosen.

AN ENCOUNTER AGENDA

A distinction is sometimes made between a discussion (learning) group and an action group. But this distinction is often a matter of emphasis rather than a categorical separation. This is especially true in situations where group participants are emersed in roles which have economic, political or professional significance and especially where a common goal-set is not shared by all participants.

The following group meeting may serve as an example of a typical situation where each participant "marches to a different drummer." Librarians with administrative experience will recognize many of the "hidden agendas" operating within the group discussion, as well as the attempts made towards a consensus.

This transcript of an encounter session represents a process which while it may be called a group activity can hardly be described as a process of communicative development. It is all too typical of the usual practice of group encounter where each participant remains an individual seeking personal aggrandizement and views the subject of the agenda from a vested interest viewpoint.

It is rather obvious that each person speaks for his role not in the sense of the interactive roles of group dynamics but of the hidden agenda types based on the social and political game of checks and balances. It is interesting to compare and contrast the deliberate patience of the county manager and the county librarian with provocative "spontaneity" of the politicians who appear to be arguing from a point of view calculated to appeal to an audience.

The analysis of encounter situations may prove useful to the practitioner of the group process. Insight can be gained into the effect of various techniques and into how these can be employed for the improved productivity of individual participants. The following points may serve as a guide to encounter situation analysis:

GROUP ENCOUNTER ANALYSIS

1. Individual personal perception.

2. Your perception of others as related to the actual situation.

3. Techniques utilized in a presentation:

    Discussion

    Trial balloon

    Payoff

    Threat

    Emotional appeal

4. Alternative processes of presentation.

5. Processes and alternatives of response to examination and questioning.

6. Communication principles involved in behavior of communicator and receiver:

    Listening behavior

    Repetition

    Extra-verbal aids

7. Analysis of decision procedure. How does the individual or a group arrive at a terminal point in the decision process?

8. Possible alternatives for handling group sessions, and their analyses.

Two of the major activities in which students are involved as a part of the GSLIS-GSPIA Urban Library-Community Encounter Simulation at the University of Pittsburgh include budget making and the development of laws for a simulated county which in this case is Allegheny County in Pennsylvania. Items on the budget include general expenditures, debt payments, health, education and welfare, public works, safety regulation and recreation, urban renewal and a variety of capital expenditures. While these items of budget may constitute the formal agenda, many "philosophical" digressions occur which happens in the following transcript of a closed meeting held to define the function of the floating librarian acting as a community communications agent.

From time to time it is necessary for the county commissioners to meet with individual staff members in private hearings. The following encounter was taken from a session specifically called to review the budget request of the Communications Department of County government. The meeting was a closed session which means that only those invited were expected and allowed to attend.

The background of the setting is one in which a citizens' group at a previous meeting requested a substantial cut in the Communication Department's budget because of alleged ineffective services. The County Commissioners have already spent about five minutes with some staff in discussing the general concepts of "information and power" in the community. During the initial few minutes just previous to opening the meeting the Commission chairman found it necessary to ask several interested citizens to leave because the meeting is closed. Some aggressive feelings were expressed by both sides. However, the citizens left quietly.

In the discussion, the following participants can be identified: (Chr. Com.) Chairman of the Allegheny County Commissioners and sometimes refered to as Sig; (Maj. Com.) the Majority County Commissioner or Chuck; (Min. Com.) the Minority County Commissioner or Tuck. (Co. Mgr.) the County Manager as administrative executive is also refered to as Cev. (Co. Lib.) as the county librarian is Don. Zonglit is the floating librarian who has been fired because of his activist activity in the community. (Instr.) is the course instructor who may attend any of the meetings in the encounter simulations.

Librarians and others who may be interested in simulation and the community development approach to librarianship should consult: Floating Librarians in the Community, Bookstore, University of Pittsburgh, 1970. The rationale, assumptions and procedures are presented in this document for a library-community encounter environment. This system has been developed at the Graduate School of Library and Information Sciences, University of Pittsburgh for research and instructional purposes. Demographic, land use and legal data of Allegheny County (metropolitan Pittsburgh) serve as a cold-start constraints before fifteen weekly cycles carry the encounter system cybernetic in terms of its response to in-put (man or machine) and can cause new interpretations of the response by those receiving the input for the next cycle (man or machine). The theory for the entropy-reducing components of the cybernetic model has been explored in three papers before the International Communications Association: "Towards an Integration of Communication Theory" (1969); "Communication Producing Theory" (1970); "Cybernetic Communications Research" (1971).

	ENCOUNTER	COMMENTS
(Co. Mgr.)	Well, let me summarize what we were talking about. Ahhhm, we were considering the possibility of funding a traditional library and management information system and not the communications (community) agent function. Ahh, what kind of changes does this make in your budget request? What is your reaction to that? And maybe the Commissioners should make some decisions about whether they want to pursue that.	The first tentative summary of the previous discussion in an attempt to bring into focus the stated purpose of the meeting.
(Maj. Com.)	May I make a comment? What was, more-or-less, the effect after the activists put down some type of job description... not job description, but put down standards and criteria so the community can monitor what its doing?	Reacting to citizen complaints, the majority commissioner raises an item on the "hidden agenda".
(Co. Lib.)	They thought there was no conclusion. The thing was left up in the air.	
(Maj. Com.)	That was the meeting? There was nothing going on after that?	
(Co. Lib.)	No.	
(Co. Mgr.)	That was when the meeting was broken up?	
(Maj. Com.)	Yeah, well that could be a possibility for this afternoon. I don't know. Do you think they will have time to bring it up in the council meeting again or not?	Anticipation and spectulation on the possible tactics of citizens at the next commissioner's meeting.

(Co. Lib.)	I doubt it. The whole point of my firing Zonglit was to try to get all the parties involved in some general concensus of what the role of the community library agent is. Of course, it didn't come out because they talked about procedures about how we hired him, rather than the role of the agent.	Data supply with some interpretation.
(Co. Mgr.)	It seems the Commission has two choices. One is to fund the program and set up standards...	Direction setting by identifying possible solutions.
(Maj. Com.)	Excuse me. Sig, do you know the status of one of the community agents hired by...	
(Chr. Com.)	Don, do you know about that...right?	
(Min. Com.)	Well, he was reinstated after arbitration.	
(Maj. Com.)	He has not been reinstated by us.	
(Co. Lib.)	That's right, not by us.	
(Maj. Com.)	The new law is not binding?	
(Chr. Com.)	You do not have to submit to binding arbitration?	
(Maj. Com.)	You have to submit to it before you strike, but it is not binding according to the new law. So this is not a binding thing.	
(Chr. Com.)	This is not a binding thing?	

(Maj. Com.)	The library is not an essential service. I think it is not binding. I suggest, if anything comes up, that we just support Don's decisions.	Testing out a possible definition.
(Chr. Com.)	I don't. You know I don't really understand what we commissioners are doing in this. If there are all these, you know, supposed civil service regulation in here...	
(Instr.)	No, there are none. This is strictly a patronage system.	Information supply; actually a briefing on constraints.
(Chr. Com.)	I see. Well, I'll back down.	
(Maj. Com.)	Yeah, okay.	
(Chr. Com.)	So what action do you want to take on Zoglit?	Willingness to reenter the conference process.
(Maj. Com.)	Well, we just won't bring it up.	
(Chr. Com.)	If someone brings it up...?	
(Maj. Com.)	If someone brings it up, then...	
(Min. Com.)	Well, then meanwhile he's still fired. Now wait a minute, meanwhile he's still fired?	
(Co. Lib.)	If nobody brings it up, then he's rehired?	

(Maj. Com.) If they don't bring it up, he's rehired? I would say no. I would say we fired him. The county fired him and we have not rehired him. It was suggested that we do so. But we have not done so, unless you did it? Okay, so we still have fired him.

(Chr. Com.) Well, that's another thing, to just abolish the job.

(Min. Com.) Yeah, but that seems political. Politically that seems to be, given the citizen reaction, the thing to do.

(Maj. Com.) Sure, 40% of the citizens in Allegheny County are ready for that right now.

(Min. Com.) I don't know on what basis their reaction is so strong.

(Maj. Com.) Why are we talking about cutting back the library agents?

(Chr. Com.) Cutting back the agents?

(Maj. Com.) Because of the citizen protest?

(Chr. Com.) No. Well, I think that information technicians are looked at as a function of the community. I've always felt that way. I think that all kinds of other people in information and all kinds of other extension and outreach agents in health departments and welfare departments and other agencies...

Opinion testing as a device to draw out other viewpoints.

(Min. Com.) Yeah, and did ya read that note from the citizen's group? They said the agents are not doing a very good job.

(Chr. Com.)	I just don't understand the job in the first place.	
(Min. Com.)	If the communications department says they don't like the way the community library agents are doing their job, then I think we ought to evaluate it.	
(Maj. Com.)	Yeah, but I think there could be other interpretations.	
(Co. Mgr.)	Yes, I respect the citizen's reaction very much because I think they are looking for advocates. I don't think that is an appropriate definition of the role of an outreach librarian. So, I look at the citizen's protest from a biased view.	Bureaucratic viewpoint in an attempt to confine the situation to manageable proportions.
(Min. Com.)	These people should know whether a county agent...	
(Co. Mgr.)	But these people are looking for advocates, and I'm saying...	
(Min. Com.)	Alright, this is the citizen's, the citizen's coalition...	
(Co. Mgr.)	This is the citizen's coalition...	
(Min. Com.)	Oh, I see! I thought it was the county communications people?	
(Co. Mgr.)	No.	
(Chr. Com.)	I thought this was a group within the communications department.	
(Co. Lib.)	No, the communications department has tried to set up these agents and it is satisfied with their work.	

(Min. Com.) I'm strongly in favor...Oh, alright I'm very strongly in favor of the community library agents.

(Chr. Com.) Only three individuals have been assigned to help community groups.

(Min. Com.) The citizens think that they are generally ineffective, but they don't say how, or in what way? Communities are getting poor performance, blah, blah! Their statements in effect, are ineffective.

(Co. Lib.) That is just one group that is saying library community agents are ineffective. This doesn't represent all the groups.

(Min. Com.) Will they be here at the council meeting at 3:30?

(Chr. Com.) I hope not. Can't tell, but they're not on the agenda.

(Instr.) Now keep in mind that there is no funding for the Community agents.

(Chr. Com.) Where do they come from?

(Instr.) They came out of the traditional library budget for staff. We had been experimenting with them.

(Chr. Com.) I see!

(Co. Libr.) I have now put them in the budget since it came out that they are library community agents. I put them in the budget. There are four of them and their salaries are in the agent category. Before, their salaries came out of the total library budget.

(Chr. Com.)	I'd like to...I'd like to abolish them and see what the library does about justifying this type of job. I think it would be an interesting exercise, for this needs to be justified in the political context.	Trial solution in an attempt at leading towards a concensus.
(Min. Com.)	It's duplication, I can see your point, it is duplication. It's a duplication of effort, if we still have county agents. Theoretically the County Health Department, the County Welfare Department, but they may not be functioning properly...	
(Maj. Com.)	Let's take time now to get clear on what these communication agents are supposed to be doing.	
(Min. Com.)	They are supposed to be going out into the county, as I understand it, and advising people on the services that are available to them. Is that right? They're almost like a sort of PR group for the library function.	
(Co. Mgr.)	Don't ask me because my interpretation is not necessarily... What you'll get is my interpretation and not that of the library.	
(Maj. Com.)	Well, what's the interpretation we're going on? What does Don rely on... I'm asking what it is and what it should be?	
(Co. Mgr.)	That's my interpretation, what she said, that's my interpretation.	

(Co. Lib.)	Actually, there is a little bit more than that. They not only provide information about services but they provide any kind of information that a group would ask for. They are advocates to the extent that they can form a group. But there is only so much money available for this kind of program from the country, or the state. They work with a group in such a way, where they are responsible to the group. Their work ends when there's some sort of misbalance. This is what happened to Zonglit. He went completely over to the side of the group he was working with. He didn't keep our office informed of what his purpose was, what his policies were going to result in. But these floating librarians are advocates to the extent that they are, ah... interpret policy to try to get some activist group to follow its program, or...	Apparently, the county librarian feels the moment is appropriate for more detailed information supply.
(Maj. Com.)	But are they advocates in the sense, then, that they more or less themselves decide what programs they want to see done. Therefore, they say here's the way of getting it done. Or are they advocates in the sense that, say they find that residents are talking about how to do this, how can we do that, probably don't know where to go from here? Then they supply the information?	
(Co. Lib.)	The information, yeah... It's like your ah... your social worker, I guess, to provide what's needed.	

(Chr. Com.)	You know some time ago I worked in a neighborhood, for a community organization that sponsored neighborhood councils, and they did. They rocked the political boats. So, you know what the council did? They pulled the funds out.	
(Co. Lib.)	This is where the community library agent would fail his group, if he acted in a way that they didn't get funding.	
(Chr. Com.)	But you see what my point is. Politically, I don't think its strategic for us to encourage this.	
(Maj. Com.)	Why not?	
(Chr. Com.)	Because they'll rock your political boat, baby!	
(Maj. Com.)	Not necessarily.	
(Chr. Com.)	The less information they have the less powerful they are.	
(Maj. Com.)	You're really building something into your role here. There is nothing in your role that says that is necessarily good or bad.	
(Chr. Com.)	My role as county commissioner means that I control as much information as possible and give it to those people that I wish to relate it to.	Power structure reaction to information supply for the citizens.
(Maj. Com.)	That's just your interpretation of your role.	

(Chr. Com.)	That's my interpretation of the county commissioners role at this point in time.	
(Instr.)	I think she's pointing out that there is a distinction between the ends and the means, that the formula she has given as a council member is the end result of what she must obtain. But to obtain the end result of that, she must control information. Therefore, information control becomes a procedure and not an end result of the role itself.	Interpretive resolution.
(Chr. Com.)	Yeah, that's what I'm saying my responsibility as commissioner...	
(Maj. Com.)	So that, in other words, you won't face any challenges?	
(Chr. Com.)	Right (chuckle). I see the political processes as status quo. Right now I'm the status quo.	
(Maj. Com.)	That means you don't have much faith in your performance, being acceptable or popular with the citizen. In other words, you're afraid that they will find out what you're after.	
(Chr. Com.)	No, no! I don't mean to say that I'm being crooked. I'm just being careful. There's a difference you know.	
(Maj. Com.)	Well, yeah, right! But you feel that having them know what you want to maximize, they won't go for it.	

(Chr. Com.)	Listen, your're a republican, Baby! You ought to understand that.	
(Maj. Com.)	I say, leave the money in.	
(Chr. Com.)	I can take it out.	
(Min. Com.)	I say cut it out.	
(Maj. Com.)	Why, what's your reason?	More of a challenge than a question.
(Min. Com.)	Number one, I think she's got a good point and number two, I'm politicking...	
(Maj. Com.)	Politicking?	
(Min. Com.)	He who controls the information, controls the power. But its not that I want to deprive the citizens of information (heavy laughter). It's just that if these county agents are working for the citizens, 40% of the citizens can't be wrong.	
(Maj. Com.)	No, no! First of all, 40% is completely erroneous and secondly, what Sig just said... You're overlooking the comment that Sig just made about citizens who are complaining. Their complaints are their interpretations of what the citizens should be doing.	

(Co. Lib.)	That's right! Their complaint is because of what the community library communications agent should be doing. We got this flack not because Zonglit didn't do a good job. He did a damn good job. They wanted to hire him as their communications agent. He got fired because he didn't tell me what he was doing, that's all. He didn't report to his superior. That's all! That's why he was incompetent in that respect, not because he wasn't a good commuications agent. He wasn't incompetent as a agent. The rest of the communications agent. The rest of the activist groups want an effective communications agent. They're satisfied with the communications department.	Defensive information supply.
(Maj. Com.)	Then you're saying that these communications agents are a duplication of effort, so why not cut them out? Why not keep some and cut out other ones that you were mentioning?	
(Chr. Com.)	Because I feel more comfortable with those other ones. I don't care about that...	
(Min. Com.)	Well, in that respect what we're talking about doing is a recall of various county departments - the health and welfare departments. If we are going to do that at this point in time, then I agree to fund them. In other words, I guess I haven't seen a county library agent in action. What you're telling me about Zonglit clarifies in my mind that maybe they are really a threat.	

(Chr. Com.) You see, I don't really believe...

(Maj. Com.) Are you people speaking for roles or are you speaking for your own inclinations?

(Chr. Com.) I'm speaking for role; but I'm, also speaking from my own inclinations. I don't think the library system knows what a community organizer is. I don't think they know enough about the political system. I don't think they know...

(Maj. Com.) So you are thinking in the terms of the traditional...

(Chr. Com.) Outreach agent. This outreach agent may have something that's really weird. I know what a social worker does. I know what an advocate does. I know what a lawyer does. I know what a health worker does out in the community to spend a lot of time defining these roles. These people have not defined those roles yet, and I think that it's a big mishmash...

(Maj. Com.) Well, how do they get the experience? We're not going to hire you until you have two years experience? Well, that's what everybody says.

(Chr. Com.) No, I'm not talking about that. I'm talking about defining their role as an information agenty in the community.

(Maj. Com.) Well let's define it, rather than cut it out.

(Min. Com.) Wait a minute. That's right, let's define it. Okay, if I'm a typical person let me define it.

(Chr. Com.) Okay!

(Min. Com.) Are these people like social workers? Are they like community organizers? Are they going to be citizens? In what respect do they go? Do citizens groups call upon the library for a community agent to help them organize, ah... do housing groups call upon them for information? It seems like, pretty soon, we've got a legal advisor or a community organizer.

(Co. Lib.) All the things you have mentioned could have actually happened after the communications agent got into the community and became known. This has already happened in Philadelphia.

(Min. Com.) How did they get into the community in the first place?

(Co. Lib.) Because the library hired them, and argued to see if this was a valuable role for a librarian to get out into the community, rather than to remain the traditional type of librarian.

(Min. Com.) Who did he contact? Did he contact me as a librarian? As a community agent he went into the community and contacted a community group in the community and offered his services. As an agent, he goes back to the library and....

(Chr. Com.) It seems like what the group needs is legal assistance. That makes sense to me.

(Maj. Com.) Well, why not hire a lawyer?

(Chr. Com.) I'm all for that.

(Maj. Com.) Oh, all right, a free lawyer...

(Min. Com.) What kind of training do library agents have?

(Co. Lib.) Up to now they have had a traditional type library training, a masters degree in library science. Some of the library schools throughout the country are developing this whole new concept.

(Min. Com.) So they would be familiar with the various types of legal questions and information which hopefully would be of use to...

(Co. Lib.) Right! See, programs like these have already developed and libraries have started operating these services. They're doing this in Buffalo. They're doing it in Philadelphia. They're doing it all over the country.

(Co. Mgr.) I think that in the next ten minutes we cannot come up with a satisfactory definition of the roles of the communications agent. Okay? What I would like to do is

Another attempt to get at the issue squarely in focus so that resolution can emerge.

to write into the grant a recommendation to the County Commission that they place a condition on the grant for the community library agent. They should ask for, after a twelve month period information provided to the Commissioners about the programs you have been talking about in various cities so that we might look at the concepts they are based on and how they are being implemented. They should ask for a definition of the role of the community library agent in Allegheny County as a part of the Communications Department. In asking for that job description the head of the Communications Department should set up standards so that at the end of the year we can evaluate both We, the county, the Library Council, and the citizens can evaluate the program and decide whether or not it has been effective, whether or not it's duplicating efforts.

(Min. Com.) Well, how much does it cost us to fund three agents, three community agents?

(Co. Mgr.) Four agents is $30,000.

(Min. Com.) Well, let's... Why can't we fund three to see how they do? In other words, I think we have to see to evaluate the community agent in action.

(Co. Mgr.) That's what I'm saying. Grant the funding to the four agents and put a condition on the grant. I would like to tie into that, regarding the question of training. I have real reservations about traditional library training...

(Co. Lib.) It's well founded. You could see that this morning. Those librarians were talking not against the role of the community agent. But they were critical of it because they didn't understand what is the role of the communications librarian in contrast to the traditional type of librarian.

(Min. Com.) And how much of a help can these community agents really be?

(Co. Lib.) A tremendous help, considering the number of these activists groups who don't know anything about the sources of information...

(Min. Com.) I know that. The thing is, my training tells me that when you go into a community what you do is you train and arm with information the people of that community.

(Chr. Com.) That makes sense to me.

(Min. Com.) The agent goes into the community and he proceeds to train the people in the community to do the things, you know, to get the information and what resources they can mobilize.

(Co. Lib.) He teaches them how to write proposals. He teaches them what the goals are, what goals are necessary.

(Min. Com.) Is he really capable of doing that in society?

(Chr. Com.) Let me give you an example. Suppose some guy comes in and says we want to overthrow the government. We want to make a bomb (general laughter). I'm serious!

(Co. Lib.) No, no! I'm glad you said that because this comes up all the time. The same word you used comes right up among librarians. What type of information do you provide? Technically you provide whatever the person asks for.

(Chr. Com.) Nah!

(Min. Com.) Well, that's why Sig raises the question of the standards. You know, that becomes a type of political...

(Chr. Com.) I don't think that... Well, I'll go along with the conditions stipulated.

(Min. Com.) Yeah, I'll go along with them as stated. I'm not willing to give this thing full authority...

(Chr. Com.) Well the American Legion isn't going to like it.

(Min. Com.) No, the American Legion won't like it. That's why I want to make sure that these three community agents are well-screened and that they are well-equipped with information, or else they're not going to accomplish anything.

(Chr. Com.) How can we be enthusiastic about the community information agents, the CIA?

(Min. Com.) Because they're doing a pretty tricky...

(Co. Lib.) I don't think... I don't think that it's even practical, or even intelligent to try to tell them what type of information they should have, because they can find it someplace else if they don't find it in the public library. In my own library, I purchased within 1970, five books on drugs. One book tells you how to make LSD. Well, if somebody comes in and asks me for a book on chemicals what am I going to do? Say we don't have it, because this book has the formula for making LSD? Or that little red book that Mao Tse Tung published on revolutions, that tells you how to start a revolution.

(Min. Com.) I might mention that there's a library just north of San Francisco that ten years ago banned the Wizard of Oz.

(Co. Lib.) You're getting into an area that even traditional libraries will take issue with you on, on something like that.

(Chr. Com.) I think this is real basic to the whole concept, how the political system looks at this kind of idea. Because I'd be willing to bet somebody's fouled up.

(Co. Lib.) To my mind the only time any political body or any politician would fear a community librarian's work is when the politician isn't honest. Because technically the information he is going to give is going to be accurate. The person is going to be influenced in terms of the information received. Right? So what happens is they become a little bit more politically astute. Right? They're going to learn more about political candidates. They're gonna make more and better choices.

A probe, perhaps in an attempt to reduce the discursive "political" bargaining in the discussion.

(Co. Mgr.) That's true. That's a good end. What I'm saying is that no community outreach agent is value-free. In talking about providing information, there is an awful lot of value implicit in the kind of information that's given and the way it's given. Adelaide has raised a point, what kind of policies does an individual library agent have for a program on citizen participation? Are you going to be giving out your information to one person or to another? And there are an awful lot of underlying values...

Points made turn out to be of questionable support to the county librarian.

(Min. Com.) And personal discretion aspects...

(Co. Mgr.) And personal discretion in this whole role hasn't been discussed, and I think there...

(Co. Lib.) You're talking about individual differences which an individual possesses.

(Co. Mgr.) No, I think that, that the ethics and standards, that one must be clear about the value system he is operating under. And I think that a profession, or...

(Co. Lib.) I see the point you are making, but I disagree completely. Because if you are going to do that you wouldn't hire teachers. You wouldn't hire any individuals like librarians! You would hire...

(Co. Mgr.) That's right. I hire only people who take my value system. What I am saying is that the county, I think, has a right to articulate its value system and to get staff people who will carry things through and not subvert it.

(Co. Lib.) This is comparable to asking someone to sign a loyalty oath, even teachers...

(Min. Com.) That's true. That's true. You are signing a loyalty oath to the county. You're signing in essence a loyalty oath to the county. We're setting up standards because the commissioners are worried that the action of these community agents may undermine the effective political control of the county.

(Maj. Com.) I'll never admit to that!

(Min. Com.) You don't have to admit to it. It's this whole theoretical...

(Maj. Com.) I'll never go along with it!

(Chr. Com.) There are numerous philosophies in life about political control. I'm just finding out that I think it's an inappropriate role for someone already in office who is traditionally conservative to encourage handing over their power to the citizens. I just don't think...

(Maj. Com.) Well, I agree. I agree, but I don't see my role as commissioner that way...

(Min. Com.) Okay now, I'm not going to vote for the library communication agents, because I can see that my information is to disseminate information to citizens and be able to organize...

(Co. Mgr.) I understand what you are saying, but...

(Min. Com.) I still think, believe standards need to be outlined, that certain controls be exercised on this basis so that it won't get out of hand.

(Maj. Com.) You bring up an excellent point about teachers. If you have a teacher teaching Marxism, and the citizens of that community don't want that teacher teaching Marxism that teacher's fired. There is control!

(Co. Lib.) Well, teaching Marxism and advocating Marxism are two different things. But providing information about some kind of subversive activity and advocating it are two different things.

At this point the discussion diverted to a general budget discussion for ironing out problems concerning public works. The results of this meeting and the subsequent public council session were the adoption of the Communications Department budget as proposed by the library department (and opposed by the citizens) with the provision that the $30,000 for next year's library "agent" activities be utilized by the agents for defining their role, conducting experiments in working within the community and in developing community agent job descriptions, training capabilities and evaluation procedures.

The allocation to the Communications Department stipulated that funding for general departmental activities would be severely curtailed if the points made in the following memo were not answered in writing within a 90 day time period. (In simulated time this was approximately 24 hours).

ENCOUNTER DYNAMICS

Annotated Bibliography

Bales, Robert Freed. Personality and Interpersonal Behavior. New York, Holt, Rinehart and Winston, 1970, 561 p.
Supplements a natural observational approach to the understanding of personalities and groups in everyday situations. The entire book is an exploration of a method of analyzing group situations. An extensive bibliography is appended to this scholarly work.

Beckhard, Richard. How to Plan and Conduct Workshops. New York, Association Press, 1956, 64 p.
A brief but systematic coverage of general principles and practical methods of conducting workshops and conferences. Six phases comprise the basis of the discussion: initial planning, fact finding, and evaluation, program development, conference preparation, planning the conference operations, reporting and follow up action.

Benge, Ronald. Libraries and Cultural Change. London, Clive Bengley, 1970.
The first nine chapters are an eclectic and personal comment on cultural change which will be of interest to a wide audience. The last five chapters concentrate on the influence of technology on culture and librarianship.

Bergevin, Paul. Dwight Morris, and Robert M. Smith. Adult Education Procedures; A Handbook of Tested Patterns for Effective Participation. Greenwich, Conn., Seaburg Press, 1963, 245 p.
Reviews the steps of program planning as well as the selection and use of procedures in conducting formal educational and communications sessions. Techniques and educational aids are itemized and discussed.

Biddle, William W. and Coureidel J. Biddle. Encouraging Community Development; A Training Guide for Local Workers. New York, Holt, Rinehart and Winston, Inc. 1968, 224 p.
A training guide intended for nonprofessional and paraprofessionals who live locally with the people who are to participate in program development. This is a theoretical as well as a practical guide. It provides a basis for the volunteer who wishes to expand his personal growth and development through the continuing educational process.

Blocher, Donald H. Developmental Counseling. New York, The Ronald Press, 1966, 250 p.
As a wide-based study, Blocher's work is appropriate for professionals who work with any age group and the full range of socioeconomic and cultural differences within society. Attention is given to the counselor as an agent of change who facilitates not only development of patrons within the group or as individuals, but also as an innovator of constructive change in the instructional and cultural milieu.

Brown, Lyndon O.; Leland L. Beik. Marketing Research and Analysis. 4th ed., New York, Ronald Press Company, 1969.
Provides a basic structure for problem analysis and introduces a systematic approach to the solution of marketing problems. The emphasis is on the scientific method and has been thoroughly revised to keep pace with the dynamic nature of marketing research.

Brunner, Edmund deS. et. al. An Overview of Adult Education Research. Chicago, Adult Education Association of the U.S.A., 1959, 274 p.
This is a report and analysis of numerous research projects completed in the area of nonvocational adult education. The major areas considered are the student, the educator, the role of the group in adult education, and evaluation.

Cartwright, Dorwin and Alvin Zander. Group Dynamics; Research and Theory. Evanston, Illinois, Row Peterson, 1953, 642 p.
This anthology of readings is a basic introduction to the theory of groups and group dynamics. Topics considered include group cohesiveness, group pressures and standards, group goals, and leadership.

Emmert, Philip, and William D. Brooks. Methods of Research in Communication. Boston, Houghton Mifflin, 1970, 517 p.
A group of readings selected to center about three topics relevant to communication research: 1) research design, 2) research methodology and instruments, and 3) research technologies. The emphasis on procedures and instruments is considered necessary to allow new concepts, principles and theories to be tested.

Glass, Sheldon D. The Practical Handbook of Group Counseling. Baltimore, BCS Publishing Company, 1969, 200 p.
This is a handbook of practical information for leaders of group work with children, adolescents, and parents. The orientation of the work is centered around the school counselor, but explores situations common to all types of group work.

Goblembiewski, Robert T. The Small Group: An Analysis of Research Concepts and Operations. Chicago, The University of Chicago Press, 1962, 303 p.
Reviewing fifteen hundred pieces of research in the field of small group analysis, this study aims at discerning what in the literature is of relevance to students from various disciplines. The general pattern of development in methods and results of small-group analysis is outlined.

Grattan, C. Hartley. American Ideas about Adult Education 1710-1951. New York, Teachers College, Columbia University, 1959, 140 p.
A collection of readings selected to illustrate the characteristic thinking by Americans on the subject of adult education over a period of two and a half centuries.

Hall, D. M. Dynamics of Group Action. Danville, Illinois, The Inter-State, 1957, 240 p.
The "how," "what," and "why" of group behavior. Both theoretical and practical aspects of problem solving and action groups are presented.

Hauck, Mathew and Stanley Steinkamp . Survey Reliability and Interviewer Competence. Urbana, Illinois, University of Illinois, 1964.
Discusses the role of the interviewer in affecting the quality of data obtainable on personal interview surveys. Means of testing interviewer effectiveness are described by reviewing selection, training and supervision procedures.

Hopkins, Terence K. The Exercise of Influence in Small Groups. Totowa, New Jersey, The Bedminster Press, 1964, 197 p.
Answers basically two questions: 1) What factors govern the distribution of influence among the members of a group? and 2) Under what conditions does this distribution remain relatively stable? The emphasis is upon the group itself rather than upon interpersonal relations.

Houle, Cyril O. The Effective Board. New York, Association Press, 1960, 174 p.
A practical study of governing boards in various agencies, how to improve them and how to increase effectiveness. Attempts to cover all types of boards formed for administrative and review purposes.

Huenefeld, John. The Community Actionst's Handbook; A Guide to Organizing, Financing, and Publicizing Community Campaigns. Boston, Beacon Press, 1970.
Provides practical assistance for conducting meegings, seeking publicity, raising money and other part-time volunteer civic activity.

By focusing on complex situations and Machiavellian techniques, this introduction to the "underground" goes beyond the general how-to manual.

Kahn, Alfred J., et. al. Neighborhood Information Centers; A Study and Some Proposals. New York, Columbia University School of Social Work, 1966, 150 p.
Reviews information and referral systems both in the United States and England. In response to perceived shortcomings several administrative sponsorship models are suggested for support and experimentation. The report spells out the functions to be discharged by an information, advisory, referral, advocacy and citizen feedback.

Katz, Elihu and Paul F. Lazarsfeld. Personal Influence; The Part Played by People in the Flow of Mass Communications. New York, The Free Press, 1966, 400 p.
Presents the results of an empirical study intended to extend the scope of traditional communications research by taking into account specific notions about the role of people in mass communications. The idea behind the study is that opinion leaders can be looked upon as another medium of mass communications.

Kemp, C. Gratton. Perspectives on the Group Process; A Foundation for Counseling with Groups. Boston, Houghton Mifflin, 1964, 388 p.
An interdisciplinary selection of readings in the major topics of small group theory. The aim is toward not only a horizontal but also a vertical understanding of group dynamics.

Kidd, J. R. How Adults Learn. New York, Association Press, 1959, 324 p.
Brings into a coherent pattern the theories and communicative applications directly relevant to the education of adults. The approach is introductory rather than definitive.

Knowles, Malcolm S. ed. Handbook of Adult Education in the United States. 4th ed., Chicago, Adult Education Association of the U.S.A., 1970.
A basic reference work in the field of adult education. A whole range of topics is considered by numerous authors, e.g. program development, methods, research, instructional programs, and the different types of adult education. The presentation is intended for as wide an audience as possible and has appeared approximately every ten years since 1934.

Kramer, Ralph M. and Harry Specht, eds. Readings in Community Organization Practice. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1969, 458 p.
A reader, the purpose of which is to bring together a representative sample of current writings relevant to the practice of community

organization in the United States. The essays selected, in the editors' opinion, contribute to the understanding of community organization, thereby strengthening the shortsightedness of organizational goals and personal ideology. Topics include community analysis, community problem solving, the roles of the professional change agent, the management of social conflict, and social planning.

Levy, Ronald B. Human Relations; A Conceptual Approach. Scranton, Pennsylvania, International Textbook Company, 1969, 209 p. Spells out some of the elements necessary for a foundation and a flexible structure in human relations education and gives some suggestions for the building of such a structure. According to the author's design the basis of human relations education is directed involvement; the structure is interrelated groups. The book is appropriate for students, teachers and researchers in human relations.

Lindeman, Edward C. The Meaning of Adult Education. Montreal, Harvest House, 1961, 143 p. A classic essay, three decades out of print at the time of publishing, concerned with the underlying philosophy of adult education. The meaning and importance of continuing education is thoughtfully presented.

Lippitt, Ronald; Jeanne Watson, and Bruce Westley. The Dynamics of Planned Change; A Comparative Study of Principles and Techniques. New York, Harcourt, Brace & World, 1958. 312 p. A comparative study of the principles and techniques which furnish the basis of the work of the various types of professionals conconcerned with planned change. The phenomena of planned change. The change agents role, and the phases of planned change are studied. A classified bibliography is appended.

Liveright, A. A. Strategies of Leadership In Conducting Adult Education Programs. New York, Harper, 1959, 140 p. A handbook designed to assist volunteer leaders of informal adult education groups to understand the dynamics within the group and improve the overall program. The discussion is based on a three-year study of representative adult education groups.

Meier, Richard L. A Communications Theory of Urban Growth. Cambridge, Massachusetts, MIT Press, 1962, 184 p. Within a communications-oriented framework, urbanization and urban organization are explained. The author's contention is that information theory provides more powerful explanations of human organization than do the more traditional fields of study.

Merrihue, Willard V. Managing by Communication. New York, McGraw-Hill, 1960, 306 p.
A practical business and industrially oriented study of communication focusing on supervision and management. The approach is on how to get work performed through people.

Miles, Matthew B. Learning to Work in Groups; A Program Guide for Educational Leaders. New York, Teachers College, Columbia University, 1959, 285 p.
Improving the quality of group work in schools is the purpose of this work. Emphasis is on ways of solving problems. Processes and procedures are explicated in an attempt to unify theory and practice.

Morgan, Barton, Glenn E. Holmes, Clarence E. Bundy. Methods in Adult Education. Danville, Illinois, The Interstate, 1960, 180 p.
An elementary text that presents principles of adult education, methods of teaching, and practical techniques. Both small informal and large formal group situations are reviewed.

Mott, Basil J. F. Anatomy of a Coordinating Council; Implications for Planning, Pittsburgh, University of Pittsburgh Press, 1968, 255 p.
The coordinating process as it is embodied in the mechanism of an interagency committee at the state level in New York. Topics discussed are what a coordinating council can do in principle; how it handles conflicts of interest among member agencies; under what conditions the members cooperate; informal rules, strategies, and tactics; and the impact of external groups on the council.

Mulder, Mauk. Group Structure, Motivation and Group Performance. The Hague, Mouton & Company, 1963, 110 p.
A technical discussion of three experimental inventigations on communication structures. The study revolves around the dynamic rather than the positional aspects of communication.

Nylen, Donald, J. Robert Mitchell and Anthony Stout. Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa. Washington, D.C., NTL Institute for Applied Behavioral Science, 1967, 309 p.
Extensive resource book for human relations trainers, it provides both a framework of theory about individuals and groups, plus ideas and activities which may assist individual and group analysis of the phenomena which interferes with satisfactory interpersonal relations and group performance.

Phinney, Eleanor. *Library Adult Education in Action: Five Case Studies*. Chicago, American Library Association, 1956, 182 p. Five case studies of public libraries with well developed, but different types of education services for adults are presented and analyzed. The studies are intended as illustrations rather than as models.

Rice, A. K. *Learning for Leadership; Interpersonal and Intergroup Relations*. London, Tavistock Publications, 1965, 200 p. From the author's own experience as a conference director and group reltions trainer, this account is applicable to group relations conferences and workshops. The scope of the book covers three major areas: the concepts and assumptions behind conference design; conference events, role of the director as well as relations within the staff group. It considers differences between training and therapy.

Rosenberg, Morris. *The Logic of Survey Analysis*. New York, Basic Books, 1968. A technical study of various types of test variables as well as survey analysis considered in its more general aspect. The emphasis is on analysis rather than data collection or processing. The last two chapters relate case studies relevant to the theoretical discussion.

Sanders, Irwin T. *Making Good Communities Better*. 2nd ed. Lexington, Kentucky, University of Kentucky Press, 1953, 197 p. Basic principles of community organization: what makes a good community and how communities differ. Also a practical guide for community leaders in promoting group and community involvement in civic programs. Specific procedures of community development are outlined in the concluding chapter.

Schreier, Fred T. *Modern Marketing Research; A Behavioral Science Approach*. Belmont, California, Wadsworth Publishing Co., 1963. A basic text describing the theory, operations and procedures of marketing reseach.

Smith, Alfred G., ed. *Communication and Culture*; *Readings in the Codes of Human Interaction*. New York, Holt, Rinehart and Winston, 1966, 626 p. This is a wide selection of readings which concentrates on the various processes of human communication. The theory of human communication is presented as based on three scientific approaches: mathematical theory, social psychology, and linguistic anthropology. This theory is then used to analyze three major dimensions of human communication: syntactics, semantics, and pragmatics. A substantial bibliography is also included.

Smith, Karl U. and Margaret Folty Smith. Cybernetic Principles of Learning and Educational Design. New York, Holt, Rinehart and Winston, 1966, 529 p.
The cybernetic interpretation of behavior represents not a specialized field of interest but a general theory of behavior organization which challenges much psychological thinking including the conversational theories of learning. The approach is an attempt to bridge the gap between the experimental psychology of learning and the practical needs of teaching and training.

Staton, Thomas F. How to Instruct Successfully; Modern Teaching Methods in Adult Education. New York, McGraw-Hill, 1960, 292 p.
Basic principles of educational psychology are covered as well as practical methods of teaching procedures. It is intended for those who will be teaching adults but who have not had extensive training or practice. Primarily a "how-to-do-it" manual.

Turner, John B., ed. Neighborhood Organization for Community Action. Report of the conference on "Citizen Self-Help Organizations; Relevance and Problems," held at Cleveland, Ohio, March 15-17, 1967. New York, National Association of Social Workers, 1968, 220 p.
Undertakes to examine practice and issues involved in motivating people to take group action on their own behalf. The relevance of selected neighborhood organizations and their programs are analyzed and discussed by the participants of the conference.

Verba, Sidney. Small Groups and Political Behavior; A Study of Leadership. Princeton, New Jersey, Princeton University Press, 1961, 273 p.
Explores the relevance of small group theory to the discipline of political science. The study of leadership and political power is the unifying touchstone for both fields.

Voos, Henry. Information Needs in Urban Areas; A Summary of Research in Methodology. New Brunswick, N. J. Rutgers University Press, 1969.
Suggesting that one parameter of the urban problem may be the function of information, this study examines the literature to determine whether measures exist which could be used to determine information needs of the urban population. An extensive bibliography indicates the literature which has been found to be relevant.

Weschler, Irving R. and Edgar H. Schein, ed. Five Issues in Human Relations Training. Washington, D.C., National Training Laboratories, National Education Association, 1962, 121 p.
An anthology of essays pertinent to current issues facing laboratory training. Discussions include a clarification of goals, description of learning theories and the role of the trainer.

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Almond, Gabriel and Sidney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations.* Princeton: Princeton U. Press, 1963.

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Berelson, Bernard and Gary A. Steiner. *Human Behavior: Shorter Edition.* (Condensation of *Human Behavior: An Inventory of Scientific Findings.*) New York: Harcourt, Brace, 1967.

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